



Georgia Department of Early Care and Learning

2008-2009 School Year Pre-K Providers' Operating Guidelines

INTRODUCTION

Enclosed is a copy of the *Bright from the Start: Georgia Department of Early Care and Learning 2008-2009 School Year Pre-K Providers' Operating Guidelines*, effective July 1, 2008. Key program components are listed in the Table of Contents for easy reference.

We, at Bright from the Start, hope that this document will assist you in providing a quality educational Pre-K program to eligible four-year-old children and their families during the 2008-2009 school year. To ensure program compliance and quality service, all Pre-K providers must be familiar with and implement these guidelines. This document is intended to reduce paperwork, to provide clarity, and to offer guidance to current and new Pre-K providers.

We appreciate your comments and suggestions. Thank you for your participation in Georgia's Pre-K Program!

Mary Mazarky
Assistant Commissioner for Pre-K

2008-2009 School Year Pre-K Providers' Operating Guidelines

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OPERATION AND SERVICES

1.0 General Program Operations and Services Information

1.1 Purpose

The purpose of the Pre-K program is to provide full day (6.5 hours of instructional services), five days per week, 36 weeks (180 days) per year of appropriate educational/instructional services to eligible four-year-old children.

1.2 Dates of Service

The 2008-2009 school year Pre-K program shall operate within the dates stated in the contract.

1.3 Days of Service

Pre-K providers are required to prepare and provide a school year calendar that accounts for 190 days which includes 180 days of service to families and 10 days of Pre-K related activities/duties (pre- and post-planning, staff development, in-service days.) Pre-K staff cannot be used to provide services unrelated to Pre-K during the 190-day school year.

2.0 Child/Family Eligibility

2.1 Age Requirement

Children must be four years of age on September 1, 2008, based on acceptable documentation, such as birth certificates, passports, official medical documents, legal documents, or official documents from other countries. Only age-eligible children whose birthdates are from September 2, 2003, through September 1, 2004, are eligible for participation in the 2008-2009 school year. **Proof of age eligibility must be on file the day the child begins the Pre-K program.** Payments shall be reduced for children without age documentation beginning with the first day of school.

Children who are five years of age on September 1, 2008, and have late birthdays (birthdays in June, July, and August) or have delayed language and/or social skills or small physical size, which would impact their readiness for school, may enroll in the Pre-K program **IF** they did not attend Georgia's Pre-K Program as four year olds. Parents and teachers are encouraged to consider the child's date of birth, physical maturity, emotional maturity, and prior experiences when making the decision about whether to enroll the child in the Pre-K program at age four or five. Parents should check with the local school system or private site for specific enrollment policies concerning 5 year olds.

Children who are six years of age on September 1, 2008 and are age eligible for first grade entrance are not eligible for enrollment in the Georgia's Pre-K Program.

If a child enrolls as a four-year-old and it is determined that the child is not benefiting, the family may withdraw the child within the child's first 30 days of enrollment and remain eligible to enroll in Pre-K the

following year. Parents of five-year-old children shall be asked to sign a Parent Acknowledgement Form (see Appendix H) indicating that the child did not previously attend Georgia's Pre-K Program for longer than 30 days. Providers may copy this form on company and/or location letterhead.

Children who attend Pre-K shall transition to public school kindergarten the following year. Bright from the Start shall review requests for children to repeat Pre-K on a case-by-case basis. All such requests should be submitted in writing to the Pre-K Inclusion Coordinator and include the reason(s) for the request, copies of the completed assessment tool with supporting documentation, doctor's recommendations, interventions during the Pre-K program year, special education referrals, evaluations conducted, etc. **All requests to repeat Pre-K and supporting documentation must be received by Bright from the Start by May 1, 2009.**

Please mail requests to:

Bright from the Start: Georgia Department of Early Care and Learning
ATTN: Request for Repeating Pre-K
10 Park Place South, Suite 200
Atlanta, GA 30303

2.2 Residency Requirement

The child must be a Georgia resident. For purposes of this program, Georgia resident is defined as a child who resides in the state of Georgia. Proof of residency should be part of a child's on-site file prior to or on the first day of Pre-K.

2.3 Parent Requirement

A parent must agree to send the child to the Pre-K program for 6.5 hours of instructional time, five days per week, 180 days per year. A child who is chronically tardy or absent can be disenrolled from the program. A child who is not enrolled in the extended day program and is not picked up at the end of the Pre-K day on a regular basis can be disenrolled. (See Section 3.5)

2.4 Category One Definition

Category One child eligibility is defined as the child's participation in one of the following: Food Stamps, SSI, Medicaid, Temporary Assistance to Needy Families (TANF), Child And Parent Services (CAPS) program, or Peach Care for Kids. Documentation of the child's participation must be verified and kept on file for review. Children who participate in the free and reduced meal program through the center/school in which they attend may also be counted if income eligibility is verified on each child and kept on file for review.

2.5 Category Two Definition

Category Two children are those who do not meet the requirements for Category One eligibility.

3.0 Enrollment

3.1 Open Enrollment

Enrollment for the program must be open and nondiscriminatory. Providers shall develop written policies to meet the needs of children and families in the community. The written enrollment policies should be kept on-site and available to parents. The definition and implementation of such policies are determined

by individual providers. **Providers cannot require immunization or a Certificate of Eye, Ear and Dental Examinations (EED) as a condition of enrollment. Providers cannot require upfront payment of meal fees or participation in summer programs as a condition of enrollment.** A child cannot be denied participation in the program pending verification of his/her status related to Category One or extended day services. Children cannot be denied participation on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990) in educational programs. A completed Pre-K registration form is required for all children attending Pre-K and shall be kept on-site and available to Bright from the Start staff.

3.2 Waiting Lists

A waiting list shall be maintained at the site level for all children who complete a registration form but are not attending due to lack of space. Information maintained should include the first and last legal name of the child, gender, date of birth, child's address and county of residence, date the child was placed on the waiting list, parent name and contact information. Waiting list information should not include any Category One information. All families asking to be placed on the waiting list must complete the Wait List Information Form (See Appendix M). Waiting list forms shall be kept on-site and available to Bright from the Start staff.

Waiting List shall be entered in PANDA. Submitting a waiting list is mandatory for all Pre-K programs. Wait list information shall be submitted six times throughout the school year. Failure to submit Wait List information can result in probation.

3.3 Category One and Category Two Designation After Enrollment

The provider is responsible for determining Category One or Category Two designation. Documentation must be on site to indicate that this information has been requested from families. Children should not be identified as Category One and Category Two at the time of enrollment. This information must be reported to Bright from the Start on the first roster and updated each roster reporting period.

3.4 Local School Attendance Zones

A child who resides within the local school system, but not within the attendance zone of the specific school providing the Pre-K program, may not be denied service, but may be placed on a waiting list until all children who do reside within the attendance zone of the specific school are enrolled. A child who resides within another local school system's attendance zone may not be denied service, but may be placed on a waiting list until all children who do reside within the district are enrolled, and may be required to pay out-of-district tuition depending on local board of education policies.

3.5 Procedures for Disenrollment or Suspension of a Child from the Program

Disenrollment and extended suspension requires prior Bright from the Start approval. Disenrollment or extended suspension without prior Bright from the Start approval shall automatically place a school/center on probation. Once a child has been enrolled, he or she cannot be disenrolled or suspended from the Pre-K program, unless it is determined that he/she is:

- not benefiting from the program
- chronically disruptive

- Represents a habitual pattern of behavior (as opposed to the rare or occasional outburst on the part of the acutely fatigued or stressed child); and
- Repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the other students to learn; and/or
- Involves three (3) or more incidents of aggression (fighting, bullying or threatening, use of weapon that could cause serious injury), significant property damage or destruction, theft, and repeated violation of rules, age-appropriate social norms, or rights of others.
- causing harm to himself or herself or others
- chronically tardy or absent from the program (See Section 3.6)
- not enrolled in extended day program and is continually picked up late (See Section 3.6)

Suspension Procedures

Immediate suspension for up to two (2) days can be made at any time the Pre-K provider determines a child is causing harm to himself or herself or others. No Bright from the Start prior approval is needed; however, the program's Pre-K Consultant must be notified in writing that such action has been taken immediately upon suspension.

- Extended suspension (i.e., more than two days and/or more than three incidents of immediate suspension) requires prior Bright from the Start approval. Submit the following information to the Pre-K Inclusion Coordinator for approval prior to the extended suspension.
 - Reason(s) why extended suspension is being requested
 - Attempted interventions used to help the child benefit from the program
 - All documentation of written correspondence and meeting notes showing ongoing involvement with the parents
 - Resource Coordination actions, if applicable
 - Behavioral and instructional observations of the child supporting the extended suspension
 - Documentation of consultation with local school system special needs personnel, results of application of suggested interventions, and status of special education referral if applicable

Disenrollment Procedures

Disenrollment requires prior Bright from the Start approval. Disenrollment without prior Bright from the Start approval shall automatically place a school/center on probation. Submit the following information to Bright from the Start:

- Reason(s) why disenrollment is being requested
- Attempted interventions used to help the child benefit from the program, including any suspension information
- All documentation of written correspondence and meeting notes showing ongoing involvement with the parents
- Resource Coordinator (RC) documentation, if applicable
- Behavioral and instructional observations of the child that support the reasons for requested disenrollment
- All documentation of consultation with local school system special needs personnel, results of application of suggested interventions, and status of special education referral, if applicable

Decisions about disenrollment shall be made by Bright from the Start staff after a review of all requested documentation.

Disenrollment requests and documentation should be mailed to:
Bright from the Start: Georgia Department of Early Care and Learning
Attention: Suspensions/Disenrollment
10 Park Place South, Suite 200
Atlanta, GA 30303

3.6 Procedures for Chronic Absenteeism or Tardiness

Children who do not attend on a regular basis, are routinely late, or routinely leave the program early should be referred to the Pre-K Project Director or Resource Coordinator. A meeting with the parent/guardian should occur to determine the reason(s) for the problem and identify ways to resolve the problem. Providers are required to document efforts to assist parents/guardians in improving absenteeism or tardiness. Inability to resolve the problem after documented interventions should be referred in writing to Bright from the Start for disenrollment consideration. Chronic tardiness is defined as late arrival or early departure more than once per week. Chronic absenteeism is defined as missing more than two days per month without medical or other reasonable explanation. Chronic tardiness or absenteeism may also be defined by an established regular attendance pattern(s), e.g., if a child is late every Monday or absent every Tuesday or leaves early every Friday. Providers are required to provide documentation of intervention with parents/guardians of children who meet the definition of chronically tardy or absent. Children who continue to be chronically tardy or absent after intervention must be disenrolled.

Children who do not attend class, are late or leave early for ten consecutive days without a medical or other reasonable explanation, **must** be removed from the roster, and Bright from the Start must be immediately notified in writing that such action has been taken.

A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five additional school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave. Families shall provide a written statement for the child's file to document the absence.

All information related to tardies/absences should be mailed directly to:
Bright from the Start: Georgia Department of Early Care and Learning
ATTN: Tardies/Absences
10 Park Place South, Suite 200
Atlanta, GA 30303

3.7 Health Services

All children attending Georgia's Pre-K Program must have a Certificate of Eye, Ear and Dental Examinations (Georgia Department of Human Resources Form 3300) and a DHR Certificate of Immunization Form 3231. Form 3231 must have either the "date of expiration" or "school attendance" block checked. Children who attend Pre-K must be up-to-date on all immunizations required for school entry plus Haemophilus influenza type B (Hib) vaccine.

Children may register before completion of these examinations and certificates. However, the immunization certificate must be on file within 30 calendar days and the Certificate of Eye, Ear and Dental Examinations (EED) indicating that children have passed these screenings must be on file within 90 calendar days, of the start of the child's Pre-K program. Children are not required to have evidence of age-appropriate immunizations or certificates prior to these 30-day or 90-day time lines.

Expired certificates should be updated within 30 calendar days of the expiration date. Any child who does not present a completed certificate within the 30 or 90 calendar day time line will be asked not to return to your program until an updated certificate is provided and on-site. A child who presents a valid appointment card for either a 3231 or 3300 appointment can remain in the program until the date of the appointment. An updated certificate, letter from a physician about continued treatment, or another appointment card is expected to be provided upon the child's return to the program.

Pre-K providers should work with health departments and other health professionals to secure basic screens within the 90-day time frame. Health checks for Category One children are recommended. If the child is Medicaid eligible, Bright from the Start recommends that the Resource Coordinator or Pre-K provider work with the health department to secure screens and/or health checks as soon as possible. Children should be referred or taken, with parent permission, to the health department when a health related problem is suspected.

Pre-K providers shall document follow-up on "untestable" or Provisional status of EEDs and assist parents in getting the child screened. If a box is marked Needs Further Professional Examination, it is expected that the Pre-K site shall have documentation of the follow-up that is occurring (doctor's notes, scheduled appointments, information from parents, etc.). Families should be asked to bring updated and completed certificates after each appointment and follow-up visit. It is the goal of the Pre-K Program to have a completed and valid certificate (3231 and 3300) for each child enrolled in the Pre-K Program prior to Kindergarten registration.

The Pre-K provider shall ensure that evidence of age-appropriate immunizations or signed affidavits against such immunizations are maintained for each Pre-K child. Immunizations must be up-to-date or affidavits must be on file within 30 calendar days of the start of the child's Pre-K program. Pre-K providers should assist families in obtaining these immunizations within the 30-day time frame. Documentation of attempts to assist families should be maintained on-site in children's files.

When children enter the program later in the year, the Pre-K provider shall make every effort to obtain EEDs as soon as possible to identify any follow-up needed. Waiting 90 days to obtain EEDs for children who enroll later in the school year, may not leave sufficient time to identify problems that could hinder the child's ability to learn.

3.8 Children with Disabilities

A child who is age eligible for the Pre-K Program and is identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) shall not be denied access to the Pre-K program. Placement in appropriate special education and related services is determined by the child's Individualized Education Program (IEP) and recommendations of the placement committee.

When the Pre-K provider refers a child suspected of having disabilities to the local school system, the referral request must be submitted to the special education program in the public school system in which the child resides.

Note: Dual enrollment in public school system preschool disabilities classes and Georgia's Pre-K program is permitted.

4.0 Instructional Services/Curriculum

4.1 Curriculum

The Pre-K provider shall provide a complete educational program in accordance with age-appropriate instructional practice and use a Bright from the Start approved curriculum. Approved curricula for this year include Bank Street, Creative Curriculum, High/Scope, 2008-2009 High Reach Curriculum for Pre-K, Montessori, Blueprint for Early Literacy, Opening the World of Learning, Pinnacle Early Childhood Curriculum, Scholastic Early Learning, or a Georgia's Pre-K approved locally developed curriculum. Best Practices is not a curriculum choice. It is an in-service teacher training initiative that supports all curricula. The curriculum choice designated in the Pre-K contract must be implemented and may not be changed without prior written approval from Bright from the Start. Bright from the Start will be reviewing all curricula beginning July 2008. Expected completion of review will be January 2009 and will be included with the 2009-2010 Georgia's Pre-K Program Application.

A program using the Montessori Curriculum must have a Montessori credentialed lead teacher to be in compliance. The lead teacher with Montessori credentials could also be certified or have a four-year-degree and receive payment at those higher levels.

Bright from the Start must approve any supplemental curriculum or locally developed curriculum. Any requests for approval must be sent to your Pre-K Consultant. Written approval from Bright from the Start is required and must be kept on-site for consultant review.

4.2 Lesson Plans

Written lesson plans containing specific instructional activities are required for a minimum of 6.5 hours per day. Lesson plans are expected to be completed weekly and kept on-site for the entire school year. Lesson plans, current and past, will be reviewed by the Pre-K Consultant while completing the PQA. These plans should be based on Bright from the Start content standards and include educational experiences in the areas of language/literacy, math, science, social studies, creative (music, art, and drama), social and emotional, and physical development. A corresponding content standard(s) should be included on the lesson plan with each of the planned instructional activities. Outside play is expected to

be included in the written lesson plans. Meals and rest time will make up a portion of the 6.5 hour instructional day.

4.3 Assessment

The Pre-K provider shall ensure that current child assessment procedures reflect appropriate practices for young children. All Georgia's Pre-K Programs are required to implement the Georgia's Pre-K Child Assessment including the Work Sampling System and the Georgia's Pre-K Progress Report. Any additional resource assessment testing must have prior approval from the program's Pre-K Consultant on a yearly basis.

Instructional staff shall maintain and update a portfolio for each child in the Pre-K program. The portfolio is a purposeful collection of student work samples and other documentation of performance collected over time to show the student's effort, progress, and achievements. The portfolio includes selected work samples as well as observation documentation including but not limited to anecdotal notes, brief notes, matrices, batch notes, tallies, audio or video tapes, and photographs.

Observation documentation and student work samples are to be organized by the child's name and domain. Observation documentation and student work samples shall reflect the children's ongoing growth and development in all domains (language/literacy, math, science, social studies, creative, physical, and social/emotional). All observation documentation and student work samples should be dated, include the child's name and the learning domain.

No additional assessment tools should be utilized without written approval from a Pre-K consultant prior to use in the Pre-K program. Programs that have used additional approved assessment tools prior to this school year must resubmit a request for use to the Pre-K consultant and receive permission prior to use. Any additional assessment tools must be developmentally appropriate and enhance, not duplicate or conflict with, the Georgia's Pre-K Child Assessment processes and procedures.

Georgia's Pre-K Child Assessment documents including the Pre-K Progress Report form may not be altered in any way without prior approval from the Assistant Commissioner for Pre-K.

Note: Use of pass/fail criteria or letter grades are inappropriate practices.

Information on each child's performance including the Georgia's Pre-K Progress Report shall be shared with parents or guardians at the two documented family conferences required during the school year. The two family conferences correspond to the fall/winter and spring reporting periods of the Georgia's Pre-K Child Assessment.

The following student assessment data shall be retained for a minimum of three years as specified in your contract:

- The Work Sampling System P-4 Developmental Checklist
- The Georgia's Pre-K Progress Report (pages 1 and 2)
- Documentation of Conferences

New teachers (who have never taught in the Georgia's Pre-K Program) shall receive Georgia's Pre-K Child Assessment training on day 3 of the four day New Teacher Institute.

See Appendix O for the Assessment Materials List.

4.4 Parent Participation

The Pre-K provider shall make opportunities available for parents to participate in their child's educational experience. Parents should be encouraged to volunteer their time, talents, and experiences in the classroom. Additionally, the Pre-K provider shall offer parent meetings to keep parents informed throughout the school year. At least two documented individual conferences per year between the teachers and parent/guardian shall be held to discuss the child's growth and development using the Georgia's Pre-K Child Assessment. Documentation of these conferences shall be kept in each child's on-site file.

4.5 Student Discipline

No employee shall use any form of corporal punishment (which includes but is not limited to paddling, striking, or hitting) as a method of discipline in Georgia's Pre-K Program. Providers licensed by Bright from the Start can also refer to the discipline section 591-1-1-.11 in *Rules of Bright from the Start: Georgia Department of Early Care and Learning, effective March 1, 1998*.

4.6 Record Keeping

Current year records must be maintained at the Pre-K site. The Pre-K provider shall retain the following records for a minimum of **three** years as specified in your contract for Pre-K services:

- Pre-K registration form
- Student Roster Information Form
- Daily child attendance records
- Class enrollment rosters
- Age documentation
- Residency Documentation
- Assessment information (see Section 4.3)
- Documentation related to suspension and/or disenrollment
- Parent orientation and conference documentation
- Category One documentation
- Receipts and other financial records supporting expenses charged to Pre-K program (see Section 19.0)

5.0 Equipment, Materials, and Supplies

5.1 Maintenance

Pre-K providers shall maintain adequate and appropriate equipment, materials, and supplies for each Pre-K classroom. All materials shall be in good repair. Refer to the Bright from the Start Basic Equipment, Materials, and Supplies Inventory List for recommendations. (See Appendix D)

5.2 Playground Equipment

All Pre-K classrooms must be fully equipped (as verified by your Bright from the Start Pre-K consultant) to serve the designated children per class before approval is granted to purchase outdoor playground equipment.

Purchase requests for stationary playground equipment shall be reviewed on a case-by-case basis and require prior approval from the Bright from the Start Pre-K consultant assigned to the Pre-K provider's program. Purchases of stationary playground equipment with Pre-K funds made without prior approval shall result in automatic probation and a request for return of the expended funds.

See Section 21.2 for the deadline on these requests.

5.3 Instructional Technology

Instructional technology purchases, such as computers or software, for Pre-K classes require prior approval from your Bright from the Start Pre-K consultant assigned to the program. Purchases of instructional technology items with Pre-K funds made without approval shall result in automatic probation and a request for return of the expended funds.

See Section 21.2 for the deadline on these requests.

5.4 New/Expansion Equipment, Materials, and Supplies

All new/expansion programs must submit equipment, materials, and supplies purchase lists to your Bright from the Start Pre-K consultant for approval **prior to purchasing**. Bright from the Start Pre-K consultants shall assist new/expansion programs in coordinating this process.

6.0 Delivery of Services

6.1 Classroom Delivery

Each classroom shall have:

- Licensed space for a minimum of 18 children
- A minimum of 18 and a maximum of 20 children enrolled. Full funding is based on a class of 20
- Two adults (lead teacher, teacher assistant, and/or substitute) present at all times during the 6.5 hours of instructional time each day of operation, with the exception of the one-half to one hour nap time
- Approved equipment, materials, and supplies

Note: The maximum class size is 20 students. A Montessori setting serving more than 20 children requires prior Bright from the Start approval AND the addition of staff to maintain the equivalent of the adult/child ratio of 1:10.

6.2 Program Delivery

The Pre-K program shall provide 6.5 hours of instructional time, five days per week, and 180 days per year for eligible children. Pre-K providers are required to prepare and provide a school year calendar that accounts for 190 days which includes 180 days of service to families and 10 days of Pre-K related activities/duties (pre- and post-planning, staff development, in-service days.) Set-up and takedown of the Pre-K classroom are expected to happen during pre- and post-planning days.

6.3 Orientation

An on-site orientation for all teaching and administrative staff and an orientation for families shall be provided within 20 working days of commencement of Pre-K services for children. The school year calendar shall be shared with families and with Pre-K staff during orientations.

During the family orientation, parents shall receive written information concerning meal and extended day charges, including charges during times when children are out of school for holidays. Orientation would be an excellent opportunity for parents to complete the Student Roster Information Form. Gender, race/ethnicity, English language proficiency, and special education participation are the required fields on the rosters. Documentation of these orientation sessions should be available in on-site program files. See Appendix I for suggested topics to cover with staff and families. See Appendix K for the *Student Roster Information Form*.

6.4 Licensing

The facility shall meet the licensing requirements of the appropriate licensing agencies. At a minimum, the license shall cover the 6.5-hour instructional program.

6.5 Substitutes

The Pre-K provider shall ensure that a substitute lead teacher and/or substitute teacher assistant is present and working in the Pre-K classroom for each day that a lead teacher and/or teacher assistant is absent, whether due to illness, required training, personal leave, etc. See Sections 11.4 and 11.5 for additional information.

6.6 Rest Time

To maximize instructional activities, rest time should not exceed one hour per day except when necessary to address specific needs of individual children. Children who do not rest shall be given quiet activities such as books and puzzles. All children shall have a covering (sheet) on their individual rest equipment (mat or cot) as well as a covering (blanket) for themselves. During the scheduled rest period, a ratio of one adult providing direct supervision to 20 children is acceptable. Rest time cannot exceed one hour.

6.7 Other Program Components

- **No part of the Pre-K day may be religious in nature.**
- A “moment of silence” is an acceptable practice at mealtimes.
- Lunch, snacks, and supervised outdoor play are part of the Pre-K program.
- Breakfast may be included at the discretion of the Pre-K provider but should be offered prior to the start of the 6.5-hour instructional day.

Note: Breakfast as part of the instructional program (i.e., a teacher-directed language development time, a center-time activity, etc.) is permissible.

Pre-K providers who participate in the Child and Adult Care Food Program (CACFP) may not charge additional fees for food (breakfast, lunch or snacks) for any child for whom CACFP reimbursement is

received. Pre-K providers who do not participate in the Child and Adult Care Food Program may not charge Category One children/families for food services. (See Section 19.7)

Note: See Section 8.0 for additional information and recommended fees.

6.8 Program/Staff Hours

The 6.5 hours of instructional time shall begin no earlier than 7:30 a.m. with hours of operation as delineated in the original approved application. The remaining 1.5 hours of the lead teacher and teacher assistant eight hour day must be used for Pre-K program activities such as parent conferences, meetings with RCs, instructional planning, etc. Using Pre-K staff during the eight hour Pre-K day to supervise children not enrolled in Georgia's Pre-K Program is unacceptable. Using Pre-K staff paid by the Pre-K grant (during the eight hour Pre-K day) to supervise children whose parents pay private fees or for whom the provider receives subsidies is an inappropriate use of Pre-K funds and shall automatically place the program on probation.

6.9 Transportation

Transportation services are optional and may be provided for any Pre-K children at the discretion of the Pre-K provider.

Transportation reimbursement shall be provided for any Category One child transported to and from the program on a daily basis as reported on Bright from the Start rosters. The Pre-K provider may establish reasonable transportation zones. (See Section 18.1)

Note: Field trips are considered part of the instructional program and are not considered transportation for purposes of reporting or funding.

6.10 Extended Day (Before and After School Care)

Bright from the Start does not require or provide extended day services. Extended day services for Pre-K children may be provided at the parent's expense and choice. Fees for all Pre-K children participating in extended day services should be reasonable. Bright from the Start recommends that fees for extended day services not exceed \$35-\$75 per week. Income eligible families may receive services through the Division of Family and Children Services (DFCS) subsidized child care programs (CAPS). These arrangements should be made between the center, parents, and local DFCS office. Bright from the Start and DFCS have entered into an agreement ensuring that eligible Pre-K families shall not be placed on waiting lists. This is the extent of Bright from the Start involvement in extended day services. Payment reimbursement for DFCS funded slots shall be contingent upon DFCS standards for individual counties.

Note: Children receiving summer care shall no longer be given priority if they are enrolled in Pre-K. Effective 2005 and thereafter, only Pre-K extended care during the school year is allowable under UAS 555 and 556. Summer care is no longer covered under those UAS codes.

7.0 **Support Services**

7.1 **Objectives**

Support services are a vital component to the success of the Pre-K program. Project Directors are responsible for carrying out the objectives either directly or through the Resource Coordination program (RC). The following objectives should serve as a guide for activities Pre-K providers and/or their RCs should provide to all Pre-K children and their families:

Overall Objectives:

- Health - No child should exit the Pre-K program with an undetected condition that could hinder his/her ability to learn. Any child with identified needs shall be referred to the proper resource or agency for access to and coordination of services. Documentation of referrals shall be kept on site.
- Child Development - Family knowledge of the child's development and involvement in their educational experience shall be enhanced through a variety of informational seminars, volunteer opportunities at the center/school, parent/center conferences, etc. Families shall be encouraged to read to their children daily and complete activities with their children, such as those contained in Bright from the Start's parent newsletter, *Pre-K Parent Post*.
- Community Resources - *Upon request*, families shall be provided information about community resources such as GED, TANF (Temporary Assistance to Needy Families), PeachCare for Kids, help in obtaining extended day services, etc.
- Kindergarten Readiness Initiative - Help shall be provided to obtain all necessary documentation and health related requirements for kindergarten registration before the end of the Pre-K school year.
- Ready for School Kits –Distribution and orientation for families about the activity packets. These kits are a component of the Pre-K program and are designed to provide continuation of instruction to assist in kindergarten readiness and to maintain academic gains during the summer between Pre-K and kindergarten.

7.2 **Support Services to Category One Children**

Services that shall be coordinated for **Category One** children and their families by Pre-K providers and RCs include:

- Health
- Child Development
- Community Resources, upon request
- Kindergarten Transition Activities

7.3 **Resource Coordination**

Provision of Resource Coordination (RC) services is optional. The purpose of the RC grant is to provide children and their families with *voluntary* access to services that shall assist in enabling the child to be ready for school. Pre-K providers who wish to offer RC services must submit a separate RC grant application on-line.

7.4 Eligibility Requirements

- Must have provided Pre-K services for one year
- Must have eight (8) Category 1 children enrolled in each site that receives services
- Must maintain a high quality instructional program (meets or exceeds PQA)
- Must submit rosters and total program summaries by deadlines
- Must be in compliance with all applicable divisions of Bright from the Start

7.5 Resource Coordination Application Process

The grant evaluation process is highly competitive and not all grants shall be funded. Grants shall be ranked and awarded based on the application score results. Reviewers outside of Bright from the Start shall evaluate all applications. If funded, the grant amount may not be the amount requested. The grant application, licensing reports, and PQA scores shall all be part of the application process. Currently funded programs shall also be evaluated on past Resource Coordination Services and the RC checklist. Grant applications shall be available on-line from Bright from the Start during the open application period.

7.6 Reports and Training

To be in compliance and eligible for funding for the next school year, all reports and documentation must be submitted **on time** during the current school year. Reports include:

- Total Program Summary
- Reconciliation Report
- Rosters
- Waiting Lists

Submitting reports is the responsibility of the Project Director and a lack of compliance shall affect future funding. RC funds are awarded at the company or Board of Education level and turning in reports late for one site shall impact overall funding.

Note: Each RC must attend all appropriate Bright from the Start training.

7.7 Resource Coordinator Credentials

All RCs must have a minimum of an Associate's Degree or equivalent college credit in Social Work, Early Childhood Education, Special Education, Psychology, Sociology or a related field. A Bachelor's degree, in any field of study, is an acceptable credential for an RC. Current programs in good standing may request a one year credential waiver for RCs that are already employed by their program. Each year the waiver shall be evaluated based on the applicant's progress towards the required credential. See Appendix N for the *Resource Coordinator Credential Waiver* form.

7.8 Resource Coordination Services

Services that shall be coordinated through the RC grant include, but are not limited to:

- Specific services provided to all children
- Assistance with identified health issues
- Resource and referral assistance to families
- Family informational seminars/workshops
- Parent education/volunteer program

- Transition Activities
- Literacy Activities for children and families
- Community Collaboration Activities

7.9 Resource Coordination Record-Keeping Requirements

The documentation listed below must be kept on site for at least three years and available to the Pre-K Consultant. Programs shall:

- Maintain accurate records (on-site) for completing the *Resource Coordination Report: Activity Program Summary*
- Document meetings and/or contact with Pre-K teachers to discuss relevant information concerning children and families
- Provide and document an orientation to Pre-K families within 20 working days of the beginning of the instructional program
- Document participation in the Kindergarten Readiness Initiative
- Retain records for a minimum of three years as specified in your contract, including documentation needed for the annual reconciliation
- Document participation in a community collaborative
- Document opportunities for parents to participate in their child's education

7.10 Resource Coordinator Notebook

Each RC shall be required to keep a notebook on site and available for the Pre-K Consultant to review. The RC notebook is the documentation that shall be used to evaluate the RC services provided by the program. It should include parents' contact forms for each Category One child in your program as well as rosters and Total Program Summary Reports. Documentation of Kindergarten Readiness plans, collaboration efforts, workshops, newsletters and family literacy activities shall also be included. Notebooks shall also include documentation for activities that are counted on the Total Program Summary Report.

7.11 Full-Time Resource Coordinator Hours/Caseload

Full-time RC's must work a minimum of 40 hours per week. Flexible RC staff schedules are necessary and defined by the needs of the families being served. Full-time RCs should serve between 50-70 Category One families depending on the services required. Each site that is served by an RC must have at least eight (8) Category One children enrolled in order to be eligible for Resource Coordination services.

A RC shall **not** serve as lead teacher, teacher assistant, project director, principal, assistant principal, school counselor, childcare center director or assistant director, bus driver, substitute teacher, bus monitor, receptionist, cook, janitor, field trip organizer, or in any other role that diverts attention from his or her primary role, as a resource to families.

7.12 Duties

The RC staff shall:

- Implement the Strengthening Families program

- Assist in the coordination of services for children and families through multiple partnerships with public and private agencies by linking family members to needed services in the community
- Provide opportunities for parents to enhance their knowledge of their child's development
- Conduct weekly meetings or have regular contact with Pre-K teachers to discuss relevant information concerning children and families
- Provide an orientation about RC services to Category One families
- Assist non-Category One families as requested
- Maintain lists of community resources

Examples of appropriate RC duties include, but are not limited to:

- Planning and implementing parent workshops
- Conducting written and oral surveys of parent needs
- Referring children for special needs evaluations
- Assisting parents in obtaining EEDs (Eye, Ear & Dental) or Immunization Certificates
- Referring parents for job skills training, job interviews
- Assisting parents in obtaining housing
- Observing children in the classroom upon teacher/director/principal referral
- Assisting parents in applying for DFCS extended day services
- Acting as a liaison between public school or private providers for children/parents
- Contacting parents about chronic tardiness or absenteeism and assisting them in complying with guidelines
- Maintaining documentation of RC activities, including services to children and families

RCs working as part of Family Connection collaborative may participate as part of the Targeted Case Management team.

8.0 Program Fees

8.1 Instructional Program Fees

All children must receive the same instructional opportunities during the 6.5-hour instructional program day. Fees may not be charged to Category One or Category Two families during this time. For example, if dance, art, or computer classes are included in the 6.5-hour day, they must be free and available to all Pre-K children. Field trips are a part of the instructional program. Therefore, field trips made during the day must be free and available to all children. Parents who participate in field trips may be charged a fee. Pre-K funds may be used to provide field trips or other appropriate activities to the children.

No fees may be charged to any child for services needed to operate the instructional program, such as registration, field trips, curriculum fees, classroom supplies, etc. Bright from the Start recommends that providers not solicit "donations" of materials and supplies as most parents shall consider it a mandate instead of a donation.

8.2 Extracurricular Activities

Families shall choose whether or not to participate in “extracurricular activities” such as school photographs. Families may be charged fees for these extracurricular activities.

Note: If every Pre-K child is photographed, this activity may occur during the Pre-K instructional day.

8.3 Fee Structure

Written documentation explaining the fee structure for non-Pre-K program days (holiday/vacation times, teacher work days) for Category One and Category Two children, transportation (optional), and/or food services for Category Two children shall be given to each family. Copies of this documentation should be kept on file. Bright from the Start may request copies of individual Pre-K provider fee structure policies. **While not required, it is recommended that providers explain and have parents sign a statement that they understand charges for non-Pre-K program days.**

8.4 Category One Fees

The Pre-K provider may **not** charge Category One children any fees for health services (e.g., Health Checks), transportation services (if provided) or any services or activities coordinated under resource coordination or instructional services components of the program during the 180 days.

Pre-K providers may **not** charge Category One children fees for food services. Pre-K funds may be used to purchase food if no Child and Adult Care Food Program (CACFP) funding is received.

8.5 Category Two Fees

The Pre-K provider may charge reasonable fees for health services (e.g., Health Checks), food services and/or transportation services (if provided) to Category Two children/families. It is recommended that fees for food to Category Two families **not** exceed \$20 per week in private programs serving breakfast and lunch. The cost should be less than \$20 if breakfast is not served. Pre-K funds may be used to purchase food. Pre-K providers may **not** charge Category Two families fees for food for any child for whom CACFP reimbursement is received.

8.6 School Uniforms

The purchase of school uniforms cannot be required for participation in the Pre-K program, including special attire (T-shirts) for field trips. Centers with uniform policies may request that parents dress children in uniforms. However, eligible children cannot be denied access to the Pre-K program for failure to meet the request. Providers are urged to provide uniforms for those who cannot afford them or work with the RC to secure uniforms. With prior Bright from the Start approval, Pre-K funds may be used for this purpose.

8.7 Graduation

Bright from the Start does not recommend “graduation” for four-year-old children as an appropriate activity. It is Bright from the Start’s belief that transitioning from Pre-K to Kindergarten marks the beginning of the child’s formal schooling experience, not the ending. More appropriate activities include, but are not limited to, a field day, an open house, family/child picnic, dinner, etc. Graduation ceremonies or other end of the year programs and practice for such should not be conducted during instructional time. Pre-K funds may not be used for any type of “graduation” activities.

9.0 Bright from the Start Technical Assistance

9.1 Pre-K Consultant Support

Bright from the Start Pre-K staff work closely with providers throughout the year and are available for consultation purposes regarding questions about the program, problems with maintaining enrollment, approval of equipment/materials/supplies requests, training needs, etc.

9.2 On-Site Evaluation

Bright from the Start Pre-K staff shall make announced and unannounced visits throughout the year to monitor and evaluate program progress.

Program Quality Assessment (PQA)

In an effort to help providers determine compliance with Pre-K program requirements early in the school year, providers shall be trained at Director meetings on how to use the PQA to assess their class(es). Bright from the Start Pre-K consultants shall use this instrument during visits throughout the school year.

Bright from the Start Pre-K consultants shall use the PQA to evaluate the Pre-K program, and one PQA shall become part of the formal file. The PQA shall provide a “snapshot” of the Pre-K program and will help identify program strengths and areas in need of improvement. Pre-K providers shall be verbally informed of the program’s ratings and asked to sign a copy of the report on the day of the visit. A copy of the report shall be left at the center on that day. See Appendix B for a copy of the PQA and Appendix C for the Definitions and Clarifications.

Any Not Met (NM) scores require a written response from the Pre-K Project Director within 10 days of the evaluation. The Pre-K consultant will use this documentation to determine technical assistance needs and appropriate follow-up steps. Staff will work closely with sites with identified needs to support them in addressing program deficiencies. It is not Bright from the Start practice to change PQA scores based on the written response.

Programs that are implementing a Montessori curriculum can download a copy of The Montessori PQA on the website (www.decal.ga.gov).

Staff shall work closely with sites with identified technical assistance needs in order to bring them into compliance with program requirements and allow them to maintain their funding viability. Completing a PQA self-study is an excellent way to prepare for the visit by the Pre-K consultant and helps identify areas in need of technical assistance. PQA Self-study forms can be found on the website (www.decal.ga.gov). Bright from the Start has also developed a PQA on-line learning module. For information about how to access the PQA on-line learning module, please contact your Pre-K Consultant.

10.0 Probation

10.1 Definition and Reasons for Probation

Probation is a status that warns a provider of the possibility of funding loss due to program quality issues or failure to follow Pre-K Providers’ Operating Guidelines. Programs on probation

are not guaranteed continuing classes for the following year. Contracts shall be held or not be offered to sites on probation. (See Section 20.0) Reasons for probation:

- Failure to correct on-going quality issues
- Multiple instances of failing to follow specific guidelines
- Failure to submit mandatory reports by due dates
- Automatic Probation
 - o Disenrollment or extended suspension without prior Bright from the Start approval (See Section 3.5)
 - o Failure to submit required information and documents to Bright from the Start (including roster and wait lists)
 - o Inappropriate staffing (See Section 6.1)
 - o Ineligible birthdates and lack of birth documentation
 - o Lack of credentialed lead teacher (See Section 12.3)
 - o Purchases of stationary playground equipment with Pre-K funds without prior approval (See Section 5.2)
 - o Purchases of instructional technology items with Pre-K funds without prior approval (See Section 5.3)
 - o Serious or repeated instances involving noncompliance with program requirements (Pre-K, Child Care Services, Nutrition Services, or Audit)
 - o Moving a Pre-K site without permission from Bright from the Start

10.2 Probation Process

- Bright from the Start Pre-K consultants shall use the PQA to evaluate the quality of the Pre-K program. The Pre-K Project Director shall be required to submit a written response for Not Met (NM) and/or Partially Met (PM) scores within 10 days of the evaluation. Additional technical assistance may be requested if needed.
- All Pre-K sites on probation will receive a minimum of three PQA visits during the school year to monitor and report on progress.
- An office conference with the Pre-K Project Director and Bright from the Start staff shall be scheduled to discuss the probationary status. During the meeting, the Project Director and Bright from the Start staff shall work together to develop an action plan to bring the program into compliance. A technical assistance plan will be developed at this time.
- Any site on probation must also complete the following:
 - PQA on-line learning module
 - Assessment on-line learning module
 - Attend a quality tour hosted by Bright from the Start

Sites remaining in probationary status for more than one school year may lose funding for at least one class. Reduction in the number of classes has been shown to be an effective means for quality improvement; it is easier to maintain quality with fewer classes. Sites with only one class may lose all Pre-K funding.

10.3 Peer Review Process

Programs that continue to have unresolved probation issues, despite technical assistance, may have their Georgia's Pre-K Program contract denied or revoked. In such circumstances, providers may appeal

the Bright from the Start decision before a Peer Review committee. The Peer Review process is not available to Pre-K programs identified with **serious or repeated instances involving noncompliance with program requirements (Child Care Services, Nutrition Services, Audit/AUP, Quality Initiatives)**, fraudulent roster, teacher credential, audit (Pre-K or federal nutrition programs) irregularities, loss of nutrition program due to serious deficiencies, low enrollment, and/or repeated issues with insufficient teacher credentials.

PERSONNEL AND TRAINING

11.0 General Personnel and Training Information

11.1 Criminal Background Checks

All Pre-K program personnel in licensed child care learning centers must have completed a satisfactory criminal background check with documentation on file with the Pre-K provider. All Pre-K personnel in public schools must comply with public school regulations concerning background checks.

11.2 Employees

All Pre-K program personnel are employees of the Pre-K provider, not Bright from the Start or the State of Georgia.

11.3 Salaries

All Lead Teachers and Assistants shall receive a 2.5% increase effective September 1, 2008. The Department **requires** that Pre-K providers pay lead teachers a minimum salary based on the teacher's credentials. This minimum salary amount reflects 90% of the salary funded by Bright from the Start to the provider. The minimum salary amount does not include any additional benefits the teacher may receive. The Department requires the following minimum salaries:

Certified- $\$33,424.00 \times 90\% = \$30,081.60$ (See Section 12.3)

Four-year college degree- $\$24,252.25 \times 90\% = \$21,827.02$ (See Section 12.3)

Two-year degree/Montessori Diploma- $\$20,014.48 \times 90\% = \$18,013.03$ (See Section 12.3)

11.4 Substitute Teacher Employment Requirements

The Pre-K provider shall ensure that a substitute lead teacher and/or substitute teacher assistant is present and working in the Pre-K classroom (during the 180 day student school year) for each day that a lead teacher and/or teacher assistant is absent, whether due to illness, required training or personal leave, etc. A substitute teacher must meet **ALL** of the following minimum requirements:

- Be at least 21 years of age except as noted in Section 13.4
- Possess a high school diploma or its equivalent
- Have experience working with children younger than five years of age
- Possess proficient verbal and written communication skills

11.5 Long-Term Substitutes

A long-term substitute is a substitute for the lead teacher who will be in the Pre-K classroom for longer than three weeks (i.e., lead teacher on maternity leave or extended leave longer than three weeks.) Programs are required to submit a Long-Term Substitute Request to their Pre-K consultant for approval. Programs should attempt to have long-term substitutes with a credential equivalent to the credential of the original lead teacher. See Appendix G for the Long-Term Substitute Request form.

11.6 Reporting Teacher Changes

Programs will submit a *Teacher Notification* form to Bright from the Start when and if there is change in status for a lead teacher. This form will be completed each time a new teacher is hired for a Pre-K classroom. The form will also be completed to document a change in a lead teacher's credential level. See Appendix F for the *Teacher Notification* form.

12.0 Lead Teachers

12.1 Days of Service

All lead teachers are funded based on a full 10 month salary. Pre-K providers are required to staff each Pre-K class with a lead teacher for 190 days of service– 180 days of active classroom instruction to Pre-K children and 10 days of Pre-K related activities/duties (pre- post planning, staff development, in-service days.) Lead Teacher payments are calculated based on the confirmed credential rate of the lead teacher or the insufficient rate when vacant or not sufficiently documented utilizing the actual days each month of employment. Classes without a sufficiently credentialed teacher are paid at the insufficient rate which is equal to the assistant teacher salary.

Note: If a Pre-K provider requires teachers to work more than the 190 days required by the Pre-K program (actual classroom instruction = 180 days and teacher planning = 10 days), the Pre-K provider cannot use Pre-K program funds to cover the additional work time.

12.2 Age Requirement

All lead teachers must be at least 21 years of age or older. Lead teachers, teacher assistants, and substitutes who have a valid AA credential or higher teaching credential do not have to meet the minimum 21 years of age requirement.

12.3 Credential / Certification Requirements

All lead teachers must hold a minimum of an Associate's Degree that meets the credential requirements outlined below.

A lead teacher must have one of the following valid and current certificates or credentials from a nationally or state recognized institution approved by the department. Questions or concerns about teacher credentials can be sent to: panda.teachers@dec.al.gov.

Certified–

Georgia Teaching certificate issued by Professional Standards Commission (PSC) in

- Early Childhood Education (grades P-5),

- Birth to Five
- P-12 Certificate **AND** Special Education Preschool Endorsement (ages 3-5)
- P-12 Certificate **AND** Birth to Five Endorsement
- Special Education Curriculum Consultative/ECE (P-5)

OR

- Out-of-state, valid and current, official teaching certificates in Early Childhood or Elementary Education (conditionally acceptable during the teacher's first Georgia's Pre-K school year)

Note: Only the certificates listed above qualify for certified teacher funding rates. Teachers receiving National Board Certification shall receive the salary bonus available to all public school teachers under the new law effective July 1, 2006 =§ 20-2-212.2 which requires that the teacher teach in a "High-needs school" meaning a Georgia public school that has received an unacceptable rating for a period of two or more consecutive years. It is the responsibility of the provider to supply adequate documentation to support this status. Further information regarding teacher certification can be found on the PSC website (www.gapsc.com).

OR

Four-Year College Degree–

- Education field specified with P-12 endorsement in the following fields will be accepted:
 - Health and Physical Education (P-12)
 - Art Education (P-12)
 - Music (P-12)
 - Reading (P-12)
 - Special Education (P-5)
 - Special Education (P-12)
 - **MIDDLE or SECONDARY Certificates do not qualify.**

Any additional P-12 endorsements must be submitted and reviewed through the teacher credential waiver system for approval.

A four-year college degree

- In early childhood or elementary education
- An education/child development related field documented by an official transcript from the college/university
- Family and Consumer Science, or
- In psychology or social work (not sociology) **PLUS** one of the following:
 - valid Early Childhood Care and Education or Child Development postsecondary technical institute diploma or degree, or
 - valid Advanced Early Childhood Care and Education or Child Development and Related Care postsecondary technical institute diploma or degree, or
 - Associate degree (AA, AAS, or AS) in Early Childhood Education, or
 - a Montessori diploma, or
 - a valid nationally recognized Child Development Associate (CDA) credential, or
 - a valid nationally recognized Child Care Professional (CCP) credential.

OR

Technical Institute Degree or Associate Degree or Montessori Diploma

- Early Childhood Care and Education or Child Development postsecondary technical institute degree, or
- Advanced Early Childhood Care and Education or Child Development and Related Care postsecondary technical institute degree, or
- Associate degree (AA, AAS, or AS) in Early Childhood Education, or
- Montessori diploma (equivalent to two years of coursework).

Note: Other associate degrees or diplomas (such as General Studies, Liberal Arts, or Teacher Education) are not acceptable.

Providers are strongly encouraged to register lead and assistant teachers with the Georgia Early Care and Education Professional Development Registry (1-866-425-0220 or www.training.decal.ga.gov). The Professional Development Registry is designed to review training records and transcripts, track coursework, and identify career levels and paths for Early Care and Education professionals. .

Probation shall be recommended for all programs not meeting lead teacher credential requirements. Probation can lead to loss of funding in current and future years.

12.4 Out-of-Country Credentials

Credentials from outside the U.S. need to be evaluated by an educational interpreting agency such as Educational Credential Evaluators Inc. or World Education Services Inc. so that a U.S. equivalency can be determined. To view the PSC Accepted Credential Agency List go to www.gapsc.com - under the Certification tab and select Rules. Then click on rule 505.2.21. In the document that opens, under item number 6, select the link for identified agencies. Contact the PSC for additional information on approved credential evaluators.

12.5 On-Line Credentials

On-line degree programs can be verified through The Commission on Colleges, Southern Association of Colleges and Schools at www.sacscoc.org or with the US Department of Education, Office of Postsecondary Education at <http://ope.ed.gov/accreditation>. Other on-line degree programs may be acceptable with proof of approved credibility and certification.

12.6 Teacher Credential Waiver System

A teacher credential waiver process has been developed so that Bright from the Start can work with providers on obtaining high quality teachers. Closely related degrees with evidence of continuing formal education working towards one of the credentials listed above shall be considered. Prior program performance shall be taken into account for approval of waivers. In addition, all teachers applying for a waiver will be required to register in the Georgia Early Care and Education Professional Development Registry to have their transcripts reviewed and professional development tracked through the system. Waiver requests and all supporting documentation must be submitted to our office in writing via mail. Electronic and faxed copies are not accepted. See Appendix E for the *Teacher Waiver Request* form. Questions or concerns about teacher credentials can be sent to: panda.teachers@decal.ga.gov.

13.0 Teacher Assistants

13.1 Days of Service

All teachers' assistants are funded based on a full 10 month salary. Pre-K providers are required to staff each Pre-K class with an assistant teacher for 190 days of service– 180 days of classroom instruction to Pre-K children and 10 days of Pre-K related activities/ duties (pre-and post planning, staff development, in-service days.) Funding for the assistant teacher is included in the Program Summary Chart in Section 18.1. Additional certificates or credentials held by teacher assistants will not increase the level of Bright from the Start funding for that position.

Note: If a Pre-K provider requires teachers' assistants to work more than the time required for the Pre-K program (190 days), the Pre-K provider cannot use Pre-K program funds to pay for expenses or time related to the additional workload

13.2 Employment Requirements

A teacher assistant must meet **ALL** of the following minimum requirements:

- Be at least 21 years of age. Teacher assistants who have a valid CDA credential or higher teaching credential do not have to meet the minimum 21 years of age requirement.
- Have experience working with children younger than five years of age
- Possess proficient verbal and written communication skills

13.3 Credential / Certification Requirements

Beginning with the 2008 – 2009 school year, Georgia's Pre-K Program will require Assistant Teachers to hold a Child Development Associate (CDA) credential or higher.

Any one of the credentials/degrees listed below will meet the new credential requirement.

- Valid Child Development Associate (CDA) credential (issued by the Council for Professional Recognition)
- TCC (Technical Certificate of Credit) in Early Childhood Education
- TCD (Technical College Diploma) in Early Childhood Education
- AA, AAS, AAT (Associate Degree) in Early Childhood Education
- Valid Paraprofessional Certificate (issued by the Georgia Professional Standards Commission)

Pre-K Assistant Teachers, who do not currently hold any of the above credentials/degrees, will not be required to apply for a waiver for the 2008-2009 school year. Bright from the Start will allow current teacher assistants an opportunity to enroll in eligible programs of study leading to the award of one of the above ECE credentials or degree. All Pre-K Assistant Teachers should have earned a CDA or higher degree by 2010-2011 school year. Each year, documentation of work towards a credential must be provided.

13.4 Exception to Minimum Age Requirement

Lead teachers, teacher assistants, and substitutes who have a valid AA credential or higher teaching credential do not have to meet the minimum 21 years of age requirement.

14.0 Professional Development

14.1 Attendance at Training

All levels of administrative, teaching, and support staff listed below are required to attend one Bright from the Start sponsored training.

- Project Directors
- Site Directors
- Principals
- Lead Teachers
- Assistant Teachers
- Resource Coordinators

“No shows” at training shall be charged \$50. Providers who register participants for training and do not cancel in writing (FAX or E-mail) within 48 hours of the training are defined as “no shows”. Providers cannot substitute inappropriate staff in the place of a staff registered for the training. For example, if the teacher cannot attend training, a site director or RC cannot attend for him/her. In the case of a “no show”, fifty dollars (\$50) for each participant shall be deducted from the next Pre-K payment. **In the case of a dispute, the provider must present written confirmation from Bright from the Start that the training was cancelled within the required timeframe.**

“Repeat training” for teaching staff shall be charged \$50. Providers should check with new teachers to determine what Bright from the Start training they have received in the past before registering them for training. In the case of a training repeat, fifty dollars (\$50) for each participant shall be deducted from the next Pre-K payment.

All lead teachers must attend a minimum of 15 hours of Bright from the Start approved training during the school year and should have a certificate on file at the center to document attendance of these sessions. Refer to the *Bright from the Start Professional Development Training Schedule 2008-2009* for details on training.

One copy of the *Bright from the Start Professional Development Training Schedule 2008-2009* shall be mailed to each Pre-K Project Director. It is the responsibility of the Pre-K Project Director to distribute this information to their sites. Training schedules shall be available to download from the Bright from the Start web site.

Child Care Licensing Information

All Bright from the Start sponsored training is approved training for licensing purposes for second year* lead teachers and teaching assistants. One hour of training shall count as one hour of required training for licensed child care learning centers for regulatory purposes.

First year* lead teachers and teacher assistants (who have not worked in a Pre-K program at another site) may utilize only four clock hours of Best Practices training toward their mandatory 10 hours of training.

See *Rules of Bright from the Start: Georgia Department of Early Care and Learning*, Chapter 591-1-1, Rule 33 (Staff Training).

* First year and second year refer to number of years a teacher has worked at your center in all capacities, not just Pre-K.

14.2 Importance of Training

To maintain quality standards, annual training is required for all staff directly associated with the Pre-K program. Bright from the Start consultants shall verify documentation of staff attendance at training sessions. Failure of providers and their staff to participate in required training during the school year shall place their program in noncompliance and may jeopardize future funding.

14.3 Purpose of Teacher Training

Bright from the Start offers multiple training opportunities for Pre-K teachers. This training is not designed or intended to prepare personnel to become Pre-K teachers. Each provider is responsible for ensuring that all teaching staff are qualified and able to deliver quality instruction on the date they are hired. Bright from the Start training is intended to enhance the skills and knowledge of teaching staff already prepared to teach in the Pre-K program. Lack of availability of Bright from the Start sponsored teacher training should not impact the ability of staff to deliver quality instruction to Pre-K children.

14.4 Training Reimbursement to Staff

The Pre-K provider shall ensure that Pre-K funds are used to pay for substitutes and costs associated with staff travel (lodging and meals in conjunction with overnight travel, mileage, parking, etc.) to all required training sessions. Pre-K funds should cover salaries and wages as well as travel expenses for staff when attending required training sessions.

Note: Bright from the Start recommends that Pre-K providers develop and distribute travel/expense policies to employees prior to travel. Providers should explain and have employees sign that they understand the policies in advance of travel.

FUNDING

15.0 Contract Notification and Initial Budgets

15.1 Application Process and Awarding of Contracts

Beginning with the 2008-2009 school year, all Pre-K applications must be submitted electronically through the **Pre-K Application and Database Access (PANDA)**. No paper applications will be accepted. To become a PANDA provider please go to the DECAL website and download the “Online Access Agreement”.

Contracts shall be awarded to Pre-K providers through a competitive process, subject to funding availability, previous program compliance (for continuation programs in good standing), and identified regional need. Compliance and standing with other Bright from the Start programs (Child Care Services, Nutrition Services, Audits, Quality Initiatives) shall be considered prior to awarding a contract. (See Section 20.4) “Good standing” is defined as programs that have maintained full classes, met all program and reporting requirements, met child care licensing regulations, met federal nutrition program rules where applicable, have no unresolved audit or reconciliation issues, and are not on probation. Bright from the Start shall contract with public and private providers for Pre-K services.

Low Roster Numbers – Any applicant operating with less than 15 children during the 2007-2008 school year on the third roster will not automatically be awarded a continuation class. The Department will review final rosters and contact those providers directly concerning the low numbers of children and make a final determination about continuation of services.

Special Note – In past years, providers have operated partially or fully funded private classes in an effort to receive funding from the Department. **Providers are strongly advised that operating private classes or funding classes at provider expense does not guarantee Department funding.** Parents should be informed prior to the beginning of school if their children are enrolled in a class that is not funded by the Department.

15.2 Notification and Contract Awards

- All approved programs receive written notification of approval.
- Notification shall include information on numbers of classes/children to be served, contracted funding, and RC grant approval (if applicable).
- Start-up funds for new/expansion programs shall be processed on or before August 1, 2008 to providers with executed start-up contracts.
- The first of ten operating payments shall be processed by **August 12, 2008** to providers with executed contracts. **Note:** All payments are subject to state data processing and bank processing delays.
- Georgia certified teacher credentials shall be verified through PSC after the first roster is submitted.

15.3 Class Budget

Classes with enrollments of 20 students shall receive full funding. Funding for classes with fewer than 20 students shall be reduced by 1/20th for each child below 20.

Classes with less than 17 students are subject to cancellation at the discretion of Bright from the Start.

15.4 Contract Signatory

The legal signatory for the program entity must sign the contract.

15.5 Multi-County and Multi-Program Pre-K Providers

Bright from the Start shall issue one operating contract containing separate funding amounts for each site. Funds are class-specific; therefore, Pre-K providers must spend the required minimum levels for teacher salaries and supplies for each class at each site.

15.6 Funding Calculation

Payments are calculated at the class level summing the instructional and non-instructional components for the class and then prorating the summed amount by the number of eligible children being served. The number of eligible children is calculated on a half-month convention based on submitted roster data.

15.7 Start-Up/Operating Contracts

Start-up/operating contracts shall be issued upon Bright from the Start approval. One contract shall contain specific dollar amounts for new/expansion classroom start-up equipment, materials, and supplies, and another contract shall contain specific dollar amounts for Pre-K classroom operations. Start-up funds for new/expansion programs shall be available on or before August 1, 2008 to providers with executed start-up contracts. The first of ten operating payments shall be processed by **August 12, 2008** to providers with executed contracts.

16.0 Expenditure Requirements

16.1 Expenditure Guidelines

The following expenditure guidelines apply to all Pre-K providers:

- The Pre-K provider may use no more than six percent of the budget for administrative expenses. Do not include funding for newly funded/expansion class start-up funds in this calculation.
- No more than six percent of the RC grant funds can be used for administrative purposes.
- All programs shall spend a minimum of \$1,200 per classroom on classroom equipment, replacement classroom materials, classroom supplies, and/or additional classroom materials. These funds are provided in the Pre-K operating contract. This is in addition to start-up funds received for new/expansion classes.
- Classroom supplies and materials shall be selected from the Basic Equipment, Materials, and Supplies Inventory List. Flexibility related to classroom computer technology purchases and playground equipment is provided with prior approval from the Pre-K consultant, once the classroom is adequately equipped. (See Sections 5.2 and 5.3).
- Newly funded programs should refer to Section 23.0 in this document for additional guidelines.
- While Pre-K funding can be used for RC activities, RC grant funds cannot be used for Pre-K program expenses such as teacher salaries/benefits and general operating expenses.
- The Pre-K provider shall maintain full and complete program funding and expense records pertaining to the contract for a period of three years beyond the contract ending date, or until all

litigation, claims, or audit/review findings involving the records have been resolved if such claim or audit/review is started before the expiration date of the three-year period.

16.2 Record Keeping

The Pre-K provider is required to keep all receipts and other records necessary to support figures reported on the annual/mid-year reconciliation statement. If a Pre-K program is audited/reviewed and receipts and other records are not available to support these amounts, funds must be returned to Bright from the Start. Examples of such records include federal and state payroll records to verify payment of lead and assistant teacher salaries, original receipts for equipment, supplies, and materials for Pre-K classrooms and documentation of the Pre-K portion of operating expenses. **See Section 19.0 for more details on audits/reviews.**

Note: Misuse of funds may result in denial of current and future participation in the Pre-K program and/or prosecution.

17.0 Reimbursement Process

17.1 Automatic Deposit of Funds

All payments shall be deposited in the Pre-K provider's bank account via an Electronic Fund Transfer (EFT) process. Appropriate forms and instructions were included in the total application package. Providers are responsible for the correct routing of their payments by promptly notifying Bright from the Start of changes in bank account information or ownership. Providers are responsible for reviewing their monthly payments and payment documentation each month. After May 15, 2009, all Pre-K payments shall be final. No additional corrections, adjustments, or payment processing shall be made after this date.

17.2 Start-Up Funds

Providers shall receive a one-time lump sum payment of \$8,000 for each new or expansion class to purchase equipment, supplies, and materials for the class.

17.3 Enrollment Requirements for Funding

Pre-K providers are expected to maintain the class enrollment levels specified in their contracts. Enrollment below 20 students shall reduce payments.

17.4 Payments

- Start-up funds for equipment, materials, and supplies shall be available on or before August 1, 2008 for new and expansion programs awarded prior to August 1st.
- Operating funds shall automatically be deposited in accounts in ten monthly payments beginning in **August 2008**. If state data processing and the bank processing is successful the deposit shall occur by the 12th of each month or next business day. **Note:** All payments are subject to state data processing and bank processing delays.
- The final Pre-K payment for the year shall be the **May 2009** payment.
- Local school systems shall pay personnel summer salaries from 2008-2009 school year funds.

- Private providers who incur summer salary personnel expenses for the 2008-2009 school year should have written policies in place for payment of staff from other than Pre-K funds.

Note: Pre-K providers who maintain constant enrollments, uninterrupted teacher credentials, and RC services (if applicable) shall receive the equivalent of ten equal payments for the year. If these requirements are not met, individual payments will be adjusted accordingly.

17.5 Schedule of Payments

Ten (10) Payments	Level of Teacher Credentials Number of Children	Ten (10) Months
Payment Date	Based On	For the Month of
August 12, 2008	Contract	August
September 12, 2008	1 st roster	September
October 13, 2008	2 nd roster	October
November 12, 2008	3 rd roster	November
December 12, 2008	3 rd roster	December
January 12, 2009	3 rd roster	January
February 12, 2009	4 th roster	February
March 12, 2009	5 th roster	March
April 13, 2009	6 th roster (Final)	April
May 12, 2009	6 th roster (Final)	May

Note: All payments are subject to state data processing and bank processing delays.

17.6 Calculation of Payments

Payment calculations shall be based on student enrollment and the lead teacher credential for each class as reported on the submitted roster.

- The August 2008 payment shall be based on your executed contract.
- If the enrollment and the lead teacher credential reported on each of the required rosters remains consistent with your approved contract, no funding adjustment shall be made.
- Roster data is critical to the payment calculation. As students leave the class or new students are added, current and prior payments will recalculate the total number of eligible children served each month using a half-month convention to retroactively recover overpayments or pay additional amounts for each class. Recording accurate begin dates and end dates for students and teachers on each roster is required to assure accurate payment calculations.
- Lead teacher credentials and the number of enrolled children will be monitored. Documentation is required to be submitted to validate each lead teacher credential. If this documentation cannot be provided or is different from the contract awarded credential or the credential reported on the roster, payments shall be adjusted to the appropriate credential level that can be validated. Payments shall be retroactively adjusted for changes in teacher credentials.

- Attendance and enrollment records are subject to review and audit upon request. Students found to be enrolled for the same period of time in more than one class will require proof of enrollment and attendance. Payments shall be retroactively adjusted for changes in student enrollment.
- No additional corrections, adjustments or payment processing will be made after May 15, 2009 or within five (5) business days after Contractor's receipt of the final scheduled payment from the Department in accordance with the Contract (whichever occurs first).

17.7 Rosters

Roster data is critical and must be accurate. Roster information is subject to audit and must be substantiated by enrollment and attendance records.

Providers are required to submit, via mail, documentation to support and verify teacher credentials. This information must be submitted when providers complete the first roster and each time there is teacher change. Programs will use the *Teacher Notification* form (See Appendix F) to submit the verification documentation. Verification documentation includes: copy of official transcripts, copy of a state issued teaching certificate, copy of a U.S. Equivalency report for out-of-country credentials, or copy of degree with major clearly listed.

Mail documentation to:

Bright from the Start: Georgia Department of Early Care and Learning

ATTN: Teacher Credentials

10 Park Place South, Suite 200

Atlanta, GA 30303

The first roster should include the names and information for children who attended Pre-K since the beginning of the school year. All changes up until the count date of August 15 should be reflected on the first roster. Children who have enrolled or registered for Pre-K, but have not attended a scheduled Pre-K instruction day should not be reported on the first roster (exception: If the class instruction begins after the first roster is due on August 20th, provider will need to report "registered" students beginning as of the August 15th count date).

Subsequent rosters should include any changes made to the previous roster. Dates must be accurate for both beginning and ending points for children and teachers so that a reduction in payment does not occur. Inaccurate reporting shall increase the probability that payments are reduced. Rosters and attendance rolls (kept in the classroom) must match.

Adjustments in roster data will only be made for the current roster period.

To reduce the number of problems with "duplicate children", it is recommended that providers contact the family of a child who is absent for three consecutive days to find out the reason for the absence. Duplicate children are those children who appear on more than one roster for the same reporting period. Since only one provider can be paid for the child, the provider who presents evidence that the child was in attendance at the time shall receive payment while the other provider will have their payment reduced. Contacting the parent can reduce the number of children who are kept on the attendance rolls when they could be attending another program. It is the responsibility of the provider to replace any child who leaves as soon as possible to prevent their payment from being reduced. While children who have been absent for 10 consecutive days without a reasonable excuse, must be removed from the roster, this does not mean that a child should be kept on the roster for 10 days after their last day of attendance.

Roster based payments shall not be made until the required roster information is submitted.

Roster	Count Day	Due to Bright from the Start
1 st	August 15, 2008	August 20, 2008
2 nd	September 15, 2008	September 19, 2008
3 rd	October 15, 2008	October 20, 2008
4 th	January 16, 2009	January 20, 2009
5 th	February 16, 2009	February 20, 2009
6 th	March 16, 2009	March 20, 2009

Failure to submit rosters by the due date will result in delayed payments. Rosters submitted after the due date may result in payments being processed by Bright from the Start after all other payments have been made. For example, if the first roster is received after August 20, 2008, the September payment will not be processed until the roster is received. If the second roster is received after September 20, the October payment will not be processed until possibly 3 weeks after the roster is received. If the third roster (or three rosters out of six) is not received on time, Provider will be placed on the audit list for poor administrative capacity to operate Georgia Pre-K. Providers usually receive their payments within 3-5 days after Bright from the Start processes the payment. Continued delays in submitting shall result in probation. (See Section 10.1)

18.0 Funding Information

18.1 Program Summary Chart

Based on the fiscal year 2008-2009 budget approved by the General Assembly, the following rates shall be effective for the 2008-2009 school year:

Private Sector Rates Per Child

Lead Teacher Credential (See Section 12.3)	Zone One Annual Rate	Zone One Monthly Rate	Zone 2 Annual Rate	Zone 2 Monthly Rate
Certified	\$4,061.84	\$406.18	\$3,732.23	\$373.22
Four-Year	\$3,502.36	\$350.24	\$3,172.75	\$317.28
Two-Year /Montessori	\$3,243.86	\$324.39	\$2,914.25	\$291.43

Note: Zone One includes these counties: Camden, Cherokee, Clayton, Cobb, DeKalb, Douglas, Fayette, Forsyth, Fulton, Hall, Gwinnett, Henry, Paulding, and Rockdale.

Public School Sector Rates Per Child

Lead Teacher Credential (See Section 12.3)	Annual Rate	Monthly Rate
Certified *	\$3,697.68	\$369.77
Four-Year College Degree	\$3,016.80	\$301.68
AA, AAS, AS Degree/Technical/Montessori Degree/Diploma	\$2,758.30	\$275.83

* Plus applicable training and experience per the 2008-2009 state teacher salary schedule.

Note: Funding rates reflect salary, benefits, and operating expenses for the core program. Additional funds are added for transportation services to Category One children.

Transportation services for Category One children **are not** mandatory. Transportation shall be paid monthly based on submitted roster data at a rate of \$16.50 for each eligible child.

18.2 Local School System Salary Information

Local school systems shall receive a training and experience factor (T&E) as a component of certified lead teacher salaries. RCs shall **not** earn the teacher certification T&E factor.

For local school systems that pay the 10-month lead teacher, teacher assistant, and RC salaries over 12 months (i.e., July and August summer salaries for program services ending by June 30, 2009) salary/benefit expenses **must** be accrued using current Pre-K funds for these costs.

19.0 Audit and Accounting Requirements

19.1 Reconciliation Report

Private Pre-K providers shall provide Bright from the Start with a reconciliation report spanning the dates of the contract. This report shall include supporting documentation, if requested by Bright from the Start, to verify that funds were spent in appropriate categories for their intended uses. Any unexpended funds must be returned to Bright from the Start when the report is submitted. Closeout procedures and forms regarding the 2008-2009 year-end reconciliation process shall be forwarded to Pre-K providers during July 2009.

Funds paid by Bright from the Start for Pre-K services can only be used to cover costs of the Pre-K program and the Pre-K program's prorated share of other allowable expenses expensed through normal operation of the facility. Allowable expenses are those ordinary and necessary expenses directly benefiting or resulting from Pre-K program operations.

Generally Accepted Accounting Principles (GAAP) provides authoritative guidance that must be followed for identifying the appropriate basis for allocating shared costs. The basis of allocating cost should be similar to the unit of measure for incurring the costs or consuming the expensed item. Examples include using a square footage basis for rent/mortgage expense and utilities, and a per person or average daily attendance basis is appropriate for office supplies, management staff, and transportation services, if provided. Expenses must be allocated using the most logical basis for the costs incurred. As an example, food costs would be allocated based on the number of children rather than square footage.

Expenses involving related parties must also be charged in accordance with GAAP. Related parties are one or more entities subject to the significant influence over the operating and financial policies of another entity. Providers involved in related party transactions with their centers should survey the surrounding business area and provide support that financial charges to the Pre-K program are within the range of same or similar arms-length transactions for their area. An example of related party transactions is when the owner of the facility is paid rent by the Pre-K program.

Note: Private providers must submit this reconciliation report by August 31, 2009 for the 2008-2009 school year. Local school systems must submit this reconciliation report by September 29, 2009 for the 2008-2009 school year.

If a provider does not complete and submit the reconciliation report, Pre-K payments for the 2009-2010 school year shall be held until the reconciliation report is received.

19.2 Private Nonprofit (PNP) Audits

PNP Pre-K providers must adhere to audit requirements as specified in O.C.G.A. § 50-20-1 et seq., Relations with Nonprofit Contractors.

Before Bright from the Start enters into a contract with a nonprofit contractor, the contractor must furnish Bright from the Start with certified financial statements showing the nonprofit contractor's financial condition at the end of the previous fiscal year and revenues and expenditures for the previous fiscal year. When the nonprofit contractor has been in existence for less than a full year, the financial statements shall cover year to date operations for the current year. The financial statements shall include an individual list of each employee and his salary and reimbursable expenses, a list by category of the sources of income of the nonprofit contractor, and a list of the source or sources of all public funds received by the nonprofit contractor and the program for which the funds were received.

19.3 Right to Audit/ Agreed Upon Procedures Review

Bright from the Start reserves the right to require an independent, certified financial audit of the Pre-K program at the Pre-K providers' expense. Bright from the Start reserves the right to conduct Agreed Upon Procedures (AUP) reviews. Bright from the Start may conduct audits and AUP reviews. As specified in your Georgia's Pre-K Program Contract for the 2008-2009 school year, Section III, Part C:

Contractor agrees to cooperate fully with Department auditors and/or agents providing Audit or Agreed Upon Procedures (AUP) review services. Contractor will coordinate with auditors/reviewers to have appropriate staff available during the scheduled audit/review period. Contractor will make advanced preparations for scheduled audits/reviews to make available for auditors or reviewers all identified documents, records, and entity related materials requested by the auditors/reviews for the current school year, as well as for prior school years in which Contractor participated in the Georgia Pre-K Program as requested by the Department. Contractor's failure to substantially prepare for a scheduled audit engagement or provide requested documentation or information to an auditor/reviewer during the scheduled audit period could result in the withholding of grant payments. The failure of Department to review and/or inspect the services provided or to discover a breach of this Contract or any amendment thereto shall not subsequently operate as a waiver of any remedies available to the Department.

If, in the course of an audit, there are negative audit findings the provider shall be scheduled for an audit for the subsequent school year.

19.4 Random Reviews

The Pre-K provider is subject to random, unannounced expenditure reviews by Bright from the Start or Bright from the Start contract auditors during the program year.

Note: All records (programmatic and financial) must be retained for a minimum of three years as stated in your contract.

19.5 Multi-County Pre-K Provider Budgets

Multi-county Pre-K providers shall maintain at least a minimum of one Pre-K program budget per county for Bright from the Start reporting needs.

19.6 Tracking of Pre-K Funds

The Pre-K provider shall maintain financial records to track Pre-K expenditures in accordance with generally accepted accounting principles (GAAP). All records must be retained for a minimum of three years as stated in your contract.

Note: The Pre-K provider is required to keep all receipts and other records necessary to support figures reported on the annual/mid-year reconciliation statement. If a Pre-K program is audited and receipts and other records are not available to support these amounts, funds must be returned to Bright from the Start. Examples of such records include federal and state payroll records to verify payment of lead and assistant teacher salaries, original receipts for equipment, supplies, and materials for Pre-K classrooms, and documentation of the Pre-K portion of operating expenses.

19.7 Fraudulent/ Inappropriate Use of Funds

The Pre-K provider shall ensure that expenses charged to the Pre-K funding source are not concurrently charged to another program funding source. Providers with the Child and Adult Care Food Program or Summer Food Service Program (SFSP) who are placed on the seriously deficient list and terminated from the food program shall also be terminated from the Pre-K program.

The Pre-K provider shall ensure that no Pre-K contract funds are used to pay penalties associated with adverse actions imposed by licensing or governmental agencies. Pre-K funds should be identifiable as separate from federal funds (e.g., Head Start, CACFP).

Note: Misuse of funds may result in repayment of funds and denial of current and future participation in Georgia's Pre-K Program and/or prosecution.

19.8 Expenditure Waivers

In order to support quality programming, there are instances where a provider may request a waiver of the requirement concerning expenditures for materials/supplies and minimum teacher salary.

A waiver for the \$1,200.00 material and supply requirement may be requested if all classrooms and the playground at the site are well equipped as evidenced by the scores on the PQA. In order to receive a waiver, the Project Director must contact the Pre-K consultant for the site who shall approve the waiver requests. If a waiver is granted, the unexpended material and supply funds may only be used for teacher salary and benefits, field trips, or other instructional activities. Funds cannot be applied to non-instructional items. The waiver is approved for one year only.

Providers must meet the minimum salary requirement for lead teachers as listed earlier in Section 11.3. In the case where a lead teacher is out of the classroom frequently during the year and the substitute for that teacher is paid at a lower rate, the unused funds for teacher salary can be applied to instructional items. Unused salary funds cannot be used for non-instructional items. The Project Director should contact the Pre-K consultant who shall approve the waiver request. The waiver is approved for one year only.

20.0 Other Considerations

20.1 Inappropriate Lead Teacher

Non-documented or insufficient information on lead teacher credentials, beginning with the first roster, shall result in automatic probation and may jeopardize current or future participation in the Pre-K program. (See Section 10.1)

20.2 Inappropriate Staff/Child Ratios

Non-documented or insufficient information on staff/child ratios shall result in automatic probation and may jeopardize current or future participation in the Pre-K program. (See Section 10.1)

20.3 Ineligible Birthdates and Lack of Birth Documentation

Proof-of-age eligibility must be on file the day the child begins the Pre-K program. Failure to remove or correct ineligible Pre-K student birthdates by the first roster (See Section 17.7 for first roster due date) may result in the center/school being placed on probation with possible termination. **Providers shall not be paid for the children listed with ineligible birthdates or for children without birth documentation.** (See Section 10.1)

20.4 Noncompliance

Serious or repeated instances involving noncompliance with program requirements (Pre-K, Child Care, Nutrition Services, Audit, or Quality Initiatives) shall result in immediate probation and may result in termination of the Pre-K contract during the program year. All contracts for future services shall be held pending resolution of outstanding issues. (See Section 10.1)

REPORTING REQUIREMENTS

21.0 Reporting Requirements

21.1 PANDA Participation

Pre-K providers are required to use the PANDA system to conduct Pre-K related activities (rosters, application, waiting lists, RC reports). Regular access to the internet and an email address are required to use PANDA. Using PANDA allows providers to receive regular Pre-K payments as quickly as possible, and reduces duplication of provider efforts related to child roster data.

21.2 2008-2009 School Year Critical Reporting Dates

Below are the critical reporting dates for submission of information to Bright from the Start.

August 2008		The Pre-K provider shall submit copies of all lead teacher credentials and/or certificates that cannot be verified electronically through the Georgia Professional Standards Commission (PSC) and other requested information to Bright from the Start.
08/15/08	Roster Count Date	
08/20/08	Roster Due Date – The Pre-K provider shall complete and submit to the Department a completed class roster, name of lead teacher. Copies of new Pre-K lead teacher credentials except those that can be verified electronically through the PSC, must be sent in to Bright from the Start..	
08/20/08	Waiting List Due Date – The Pre-K provider shall complete, on PANDA, waiting list information entry	
9/15/08	Roster Count Date	
9/19/08	Roster Due Date – The Pre-K provider shall complete and submit to the Department a corrected roster with changes made for students and teachers, if applicable. Copies of credentials for new teachers must be sent if they cannot be verified electronically through the PSC.	
9/19/08	Waiting List Due Date – The Pre-K provider shall update, on PANDA, waiting list information entry	
10/15/08	Roster Count Date	
10/20/08	Roster Due Date – The Pre-K provider shall complete and submit to the Department a corrected roster with changes made for students and teachers, if applicable. Copies of credentials for new teachers must be sent if they cannot be verified electronically through the PSC.	
10/20/08	Waiting List Due Date – The Pre-K provider shall update, on PANDA, waiting list information entry	
12/19/08	Resource Coordination Total Summary Report due	
1/16/09	Roster Count Date	
1/20/09	Roster Due Date – The Pre-K provider shall complete and submit to the Department a corrected roster with changes made for students and teachers, if applicable. Copies of credentials for new teachers must be sent if they cannot be verified electronically through the PSC.	

1/20/09	Waiting List Due Date – The Pre-K provider shall update, on PANDA, waiting list information entry
02/16/09	Roster Count Date
02/20/09	Roster Due Date – The Pre-K provider shall complete and submit to the Department a corrected roster with changes made for students and teachers, if applicable. Copies of credentials for new teachers must be sent if they cannot be verified electronically through the PSC.
2/20/09	Waiting List Due Date – The Pre-K provider shall update, on PANDA, waiting list information entry
3/16/09	Roster Count Date
3/20/09	Roster Due Date – The Pre-K provider shall complete and Submit to the Department a corrected roster with changes made for students and teachers, if applicable. Copies of credentials for new teachers must be sent if they cannot be verified electronically through the PSC.
3/20/09	Waiting List Due Date – The Pre-K provider shall update, on PANDA, waiting list information entry
04/15/09	Funding approval deadline – The deadline for approval of instructional technology and playground purchases by regional consultant.
05/15/09	Final corrections and any changes to are rosters due. No changes will be allowed after this date
06/05/09	Final Resource Coordination Total Summary Report due (or last day of school)
08/31/09	Private provider 2008-2009 reconciliation reports are due to the Department.
09/30/09	Public school 2008-2009 reconciliation reports are due to the Department.

Note: Rosters must include staff date of hire along with date of enrollment and birth dates for children. Rosters must be completed in order to receive payments. Additional information shall be required on enrolled children including gender, race/ethnicity, English language proficiency, and special education services. It is the responsibility of Providers to review electronic payment advice information in PANDA and alert Bright from the Start of any questionable discrepancy in the payment amount on or before **MAY 15, 2009**. Corrections and/or changes not recorded timely on submitted rosters could result in non-payment of the adjusted amount.

Bright from the Start **may** request surveys and other information during this program year. Please return any requested information according to the formats and time lines indicated by Bright from the Start.

COMMUNITY INVOLVEMENT

22.0 Local Coordinating Council

22.1 Participation

For the 2008-2009 school year, the existence of local coordinating councils shall be **optional for each county**. In counties where local coordinating councils are effective in the coordination of services, Bright from the Start highly recommends that the individual councils continue their efforts.

Note: Providers are encouraged to participate in collaboratives at the local or county level in order to better serve children and prevent duplication of services.

22.2 Activities

For counties where local coordinating councils **choose to remain active**, the following activities are suggested for facilitation:

- Update lists of local community resources and disseminate same to all sites in the county
- Collaborate to provide services for children and families in need
- Develop procedures for referral of children with special needs
- Identify providers willing to donate medical services
- Provide forums for parents to share ideas and concerns
- Provide forums for discussing and solving local concerns/problems of providers, teachers, and RC's
- Provide forums for identifying a list of substitute teachers/teacher assistants that could be utilized by all providers
- Provide a forum for sharing instructional practices
- Develop a process to share non-confidential wait list information
- Collaborate for recruitment of children to ensure that all Pre-K slots are filled
- Provide a forum for compiling and submitting suggestions to Bright from the Start

22.3 Policy Development

Local coordinating councils who wish to establish policy guidelines for providers in their communities must obtain **prior approval** from Bright from the Start before implementation of same.

SELECT INFORMATION FOR NEW AND EXPANSION PROGRAMS

23.0 New and Expansion Program General Information

- All new and expansion Pre-K classes should be adequately equipped with materials and equipment before the program begins.
- All newly funded programs must submit materials and equipment requests for approval **prior** to purchasing items with Bright from the Start start-up funds. The Bright from the Start Pre-K consultant assigned to the Pre-K program shall assist in this process. The Bright from the Start Basic Equipment, Materials, and Supplies Inventory List shall be forwarded to each new Pre-K provider by the Pre-K consultant. See Appendix D or the Bright from the Start website for the list.
- New/expansion classroom start-up funds **must** be spent for classroom equipment, materials, and supplies.
- The Pre-K provider must establish an Automated Clearinghouse (ACH) Electronic Fund Transfer (EFT) process for payments to be electronically deposited in his or her bank account. Appropriate forms and instructions are included in the total application package.
- Start-up funds for materials and equipment for new/expansion classes shall be deposited in the Pre-K provider's bank account by August 2008.
- Funds shall automatically be deposited in the Pre-K provider's account in ten monthly installments unless adjustments are necessary due to information received by Bright from the Start.
- Pre-K staff shall monitor and evaluate program progress during random visits throughout the year (See Section 9.0).
- All Pre-K staff shall be required to attend training sponsored or approved by Bright from the Start.
- All expansion classes shall be in compliance with these guidelines and the program contract.

GEORGIA'S PRE-K CONTENT STANDARDS

The 2007 edition of *Georgia's Pre-K Program Content Standards*, provide the foundation for instruction in all Georgia Pre-K classrooms.

The 2007 edition of the Content Standards include:

- Correlations with Kindergarten Georgia Performance Standards (GPS)*
- Strategies to support inclusive classrooms
- "Learning in Action" suggestions for classroom practice
- Professional resources for each curriculum domain
- Lists of high quality children's literature for each curriculum domain
- Tips to support family involvement in the child's education

Please note one change to the Content Standards under Scientific Development:

*SD2c has been updated to read: **Observes, explores, and describes a variety of living and non-living objects.***

With the addition of the GPS correlations, it is clear how what is taught in Pre-K lays the foundation for expectations in Kindergarten. Each Pre-K Content Standard has been matched to an appropriate GPS. In some cases a Pre-K Content Standard will match several Kindergarten standards; however, there is not always a corresponding Kindergarten standard for every Pre-K Content Standard. Keep in mind that the Pre-K Content Standards and the Kindergarten Performance Standards reflect what children should know at the **end of the Pre-K or end of the Kindergarten year – not at the beginning**. Seeing how these standards relate will be helpful to Pre-K teachers, Kindergarten teachers and parents – all of whom have a part in making children successful in the early years.

The section on strategies to support inclusive classrooms will help individualize instruction to meet the needs of all of the students in your classroom. The "Learning in Action" section of the Content Standards provides examples of appropriate and fun activities to build these skills. The professional resources and children's literature for each domain will help in planning quality instruction based on current research. Family involvement and support, covered in the Home and Family Connection tips, are important to a child's academic success, so each learning domain now includes ideas for strengthening the connection between home and school.

The Content Standards are used for planning instruction, assessing growth and development, and sharing information with families. These standards are important for a number of reasons; the most important are: 1. Because Pre-K children learn and develop at varying rates, instruction must be planned to meet each child's individual needs; 2. Pre-K children learn best with a balance of teacher-directed and child-initiated activities that encourage thinking, reasoning and communication; 3. Pre-K children need movement, hands-on activities, lots of language, and a supportive environment.

National research shows that Pre-K programs with effective teaching practices and a challenging and appropriate curriculum enhance children's intellectual, physical, and emotional development. Bright from the Start hopes that these standards will help Pre-K programs exceed expectations in all program areas. For a complete copy of the Georgia Pre-K Content Standards, visit the Bright from the Start website at www.decal.ga.gov. For questions concerning the standards please call 404-656-5957 or 1-888-4-GAPREK.

* The Kindergarten Georgia Performance Standards for English Language Arts were approved by the Georgia Department of Education in July 2005. The Performance Standards for Mathematics were approved by the Georgia Department of Education for implementation in June 2006. Science and Social Studies have been approved and will be implemented in subsequent years. In Kindergarten the domains of Health and Physical Development, Social and Emotional Development and Creative Expression are covered under the Georgia Quality Core Curriculum Standards. Kindergarten Georgia Performance Standards for those domains will be developed in future years. For more information on the Kindergarten Georgia Performance Standards visit the Georgia Department of Education website at www.doe.k12.ga.us.

**GEORGIA'S PRE-K
PROGRAM QUALITY ASSESSMENT
2008 - 2009**

Date _____ Time Arrived ____:____ Date _____ Time Arrived ____:____
Time Departed ____:____ Time Departed ____:____

Legal Name _____

d/b/a _____

Consultant Name _____

County _____ Curriculum _____

Project Director _____ Site Director _____

Person Interviewed _____ Resource Coordinator _____

Teacher	LT	AT	Start Date	End Date	New	Cont.	Atten.	Enroll.

SUMMARY OF SCORES

Any item rated "Not Met" must be addressed in writing within 10 days.

A 1		A 6		A 11		B 1		B 6		B 11		C 5	
A 2		A 7		A 12		B 2		B 7		C 1		C 6	
A 3		A 8		A 13		B 3		B 8		C 2		D 1	
A 4		A 9		A 14		B 4		B 9		C 3		D 2	
A 5		A 10		A 15		B 5		B 10		C 4			

Comments:

For any score of NM, you must send a written response within 10 days from the date of the visit.

Section A: Program Administration

Date Date

<input type="checkbox"/>	<input type="checkbox"/>	A 1.	The required staffing for the instructional day services is in accordance with current guidelines.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 2.	The Project Director has attended the required Bright from the Start sponsored training for the current school year.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 3.	The Site Director has attended the required Bright from the Start sponsored training for the current school year.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 4.	The Resource Coordinator, if applicable, has attended the required Bright from the Start training for the current school year.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 5.	The Lead Teacher has attended the required Bright from the Start sponsored yearly training as designated by the guidelines.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 6.	The Assistant Teacher has attended the required Bright from the Start sponsored yearly training as designated by the guidelines.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 7.	Eligibility documentation (birth and residency) for all children is on file in accordance with current guidelines.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 8.	Immunization forms (3231) are current and on file at the site within 30 calendar days of the start of the child's Pre-K program.	Due date
<input type="checkbox"/>	<input type="checkbox"/>	A 9.	Eye, ear, and dental forms (3300) are on file at the site within 90 calendar days of the start of child's Pre-K program.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 10.	Documentation is on site to verify Category One eligibility.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 11.	The attendance rosters are maintained with times noted when children arrive late or leave before the end of the instructional day.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 12.	Absenteeism or tardiness issues are handled in accordance with current guidelines.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 13.	The Pre-K funded eight-hour day for teachers includes 6.5 hours of documented instruction and 1.5 hours of teacher planning.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 14.	The procedures for disenrollment or suspension of a child from the Pre-K program have been followed as designated by the current guidelines.	Due Date
<input type="checkbox"/>	<input type="checkbox"/>	A 15.	A documented orientation is provided for Pre-K staff on program guidelines and instructional expectations within the first 20 days of commencement of services.	Due Date

Section B: Physical Learning Environment

Date Date

B 1. The classroom is arranged into clearly defined learning areas that are equipped with appropriate learning materials and supplies that enhance children's growth and development.

Due Date

Partially Meets

- ☐ The room arrangement supports an appropriate instructional environment.
- ☐ Materials are accessible to the children.
- ☐ Materials and furniture are in good repair.
- ☐ Learning areas are clean and well lit.
- ☐ Quiet and noisy areas are separated.
- ☐ The classroom is organized and uncluttered.

Meets

- ☐ Learning areas are changed to reflect current topics and interests.
- ☐ A protected space is accessible for one or two children to work or play without interruptions.
- ☐ Centers are arranged for independent use by the children.

Exceeds

- ☐ Boundaries are established for each learning area.
- ☐ More than one protected space is accessible in the classroom.
- ☐ Diversity is reflected in the classroom learning areas and materials.

B 2. The classroom display reflects the children's interests and activities.

Due Date

Partially Meets

- ☐ Children's creative efforts are displayed in the classroom.
- ☐ Children's creative efforts are displayed at varying levels.
- ☐ Displayed work includes a variety of media.

Meets

- ☐ The majority of the display in the classroom reflects children's unique and individual expression.
- ☐ The children's creative efforts are displayed throughout the classroom.
- ☐ The items displayed in the classroom are current and are changed regularly.

Exceeds

- ☐ The classroom display reflects the current topics and children's interests.
- ☐ Pictures of the children and/or families are displayed in the classroom.
- ☐ Children select the location to display their work.
- ☐ The classroom display includes charts and/or stories of current activities.

B 3. The Language and Literacy area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.

Due Date

Partially Meets

- ☐ The reading area is cozy and inviting.
- ☐ Children's appropriate literature is accessible.
- ☐ At least one book per child is displayed in an orderly manner.
- ☐ Additional books are available for rotation.
- ☐ Language and literacy props are in good repair.

Meets

- ☐ A listening area with books and corresponding tapes is accessible.
- ☐ The flannel board and flannel board stories are accessible.
- ☐ A writing area is accessible with a variety of materials that address differing developmental levels.
- ☐ Various literature types are accessible.
- ☐ Various cultures, abilities, ages and races are represented in the accessible reading materials.
- ☐ Books related to the current topics are accessible in order to expand children's interests and vocabulary.
- ☐ Books are rotated to maintain children's interest.

Exceeds

- ☐ Books made by individuals and groups of children in the class are accessible.
- ☐ Language and literacy props related to the current story or topic of study are accessible.
- ☐ Additional language props are available.
- ☐ Materials are accessible to enhance children's understanding of the alphabetic principle.
- ☐ Language and literacy props are rotated.
- ☐ Books are available for children to checkout, take home and return.



B 4. Math materials and activities are provided for children to be able to explore, manipulate, investigate and discover.

Due Date

Partially Meets

- ☐ Various types of puzzles are accessible that address differing development levels.
- ☐ Manipulatives include materials for counting, sorting, recognizing shapes, and hand/eye coordination.
- ☐ Enough manipulatives are accessible for small group activities.
- ☐ Materials are complete with all necessary components.
- ☐ Materials are organized, uncluttered and in good condition.

Meets

- ☐ Materials are stored in clear containers or containers with labels.
- ☐ Real/found materials are included in the area.
- ☐ Materials are accessible to provide opportunities to measure length, weight and time.

Exceeds

- ☐ Math activities are included as a part of the daily routine.
- ☐ Activities to teach time concepts are included as part of the daily routine.
- ☐ Materials are rotated to maintain children's interest.
- ☐ Reading and writing materials are included in the area.
- ☐ Informational books that include mathematical concepts, such as counting, are read at group time.



B 5. The Dramatic Play area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.

Due Date

Partially Meets

- ☐ The area is large enough to accommodate several children.
- ☐ Materials are organized for easy accessibility and clean-up.
- ☐ A full length mirror is included with dramatic play materials.

Meets

- ☐ Dolls representing various populations of the world are accessible.
- ☐ Doll accessories are accessible.
- ☐ An adequate supply of quality dress-up clothes that includes clothing worn by both men and women is accessible.
- ☐ Real and found materials are included in the learning area.
- ☐ Props and accessories for at least two different themes are accessible.

Exceeds

- ☐ Props are rotated to maintain children's interest.
- ☐ Multiple settings are provided for dramatic play throughout the year.
- ☐ Environmental print is included in the area.
- ☐ Reading and writing materials are included in the area.



B 6. The Art area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.

Due Date

Partially Meets

- ☐ Basic items such as crayons, markers, paper, scissors and glue are accessible.
- ☐ Various items for collage making are accessible.
- ☐ The center area is organized and orderly.
- ☐ The art easel is supplied with paint and paper and accessible daily.

Meets

- ☐ Materials for three-dimensional creations are accessible.
- ☐ Various types of paper are accessible.
- ☐ Smocks or cover-ups are accessible.
- ☐ A table is located in the art area.

Exceeds

- ☐ There is a place for children's work to dry.
- ☐ A source of water is nearby.
- ☐ Reading materials are included in the area.



B 7. The Block area is equipped to provide many opportunities for children to explore, manipulate, investigate, and discover.

Due Date

Partially Meets

- ☐ The area is large enough to accommodate several children.
- ☐ An adequate number (minimum of 250) of unit blocks are accessible for several children.
- ☐ An adequate number of hollow blocks (minimum of 30) are accessible for several children.
- ☐ Blocks are organized and sorted according to type.

Meets

- ☐ Block props and accessories are included in the block area.
- ☐ The block area is located away from traffic patterns.
- ☐ Labels are used to aid in organization and to support clean-up efforts.
- ☐ Real/found materials are included in the learning area.

Exceeds

- ☐ In addition to unit and hollow blocks, other types of blocks are accessible for use.
- ☐ Block props and accessories are rotated to maintain children's interests.
- ☐ Reading and writing materials are included in the area.



B 8. Science materials are provided for children to explore, manipulate, investigate and discover.

Due Date

Partially Meets

- ☐ An adequate supply of basic materials (magnets, items to use with magnets, color paddles, magnifiers, items to use with magnifiers) for science exploration is accessible.
- ☐ A sensory table/tub is supplied, open and accessible to the children.
- ☐ Science materials are organized and uncluttered.

Meets

- ☐ Collections of natural items are accessible.
- ☐ Nature/science games and/or toys are accessible.
- ☐ Something living for children to care for and observe is included in the classroom.
- ☐ Reading and writing materials are included with the science materials.
- ☐ Materials in the sensory table/tub are changed frequently to provide a variety of textures and experiences.

Exceeds

- ☐ Various resources are used to add information and extend children's learning experiences.
- ☐ Informational books that focus on scientific concepts are included in instructional activities.
- ☐ Science materials are rotated to maintain children's interest.



B 9. Music and movement materials are provided for children's use.

Due Date

Partially Meets

- ☐ Teachers provide daily opportunities for the children to participate in music with movement activities.
- ☐ Musical instruments are available for all of the children.
- ☐ There is a cassette player, record player or compact disc player in the classroom.
- ☐ Cassettes, records or compact discs are available.

Meets

- ☐ Various types of music are available.
- ☐ Music is played at various times of the day.
- ☐ Teachers provide multiple opportunities for children to participate in music with movement activities daily.
- ☐ Various musical instruments are accessible.
- ☐ Volume of background music is kept low.
- ☐ Instruments reflect various cultures.
- ☐ Music props are available.

Exceeds

- ☐ Materials are available for children to make their own instruments.
- ☐ Activities using props for music with movement are incorporated into lessons.
- ☐ Activities are planned to familiarize children with music of various cultures.



B10. Materials, equipment and activities are provided to promote physical development.

Due Date

Partially Meets

- ☐ The equipment and play area are in good repair and free of safety hazards.
- ☐ Adequate resilient surfacing is present.
- ☐ The equipment is appropriately sized for four-year-old children.
- ☐ Accommodations are made for children with special needs.

Meets

- ☐ Mobile equipment is accessible for daily use.
- ☐ Stationary equipment to promote gross motor skills is used daily.
- ☐ Children have a choice of activities during outside time.

Exceeds

- ☐ The outdoor environment is enhanced with learning center materials.
- ☐ The outdoor environment allows for a variety of settings.
- ☐ Reading and writing materials are provided in the outdoor area.



B 11. Health and safety issues are addressed.

Due Date

Partially Meets

- ☐ The classroom environment is free from safety hazards.
- ☐ Toilets and sinks are adequately supplied.
- ☐ Children are adequately supervised throughout the instructional day to ensure their health and safety.
- ☐ When pets are present in the classroom, proper sanitation and care procedures are followed.
- ☐ Adults and children wash hands at appropriate times.
- ☐ Sanitary conditions are maintained when food is served.

Meets

- ☐ Teachers model appropriate health and hygiene practices.
- ☐ Health related books, games or displays are available.
- ☐ Children are guided toward managing health practices independently.

Exceeds

- ☐ Health related activities are incorporated into the instructional program.
- ☐ Community resources are used to reinforce health and safety concepts.

Section C: Instruction and Curriculum

Date Date

C 1. The daily routine is appropriate for the ages and abilities of the children.

Due Date

Partially Meets

- ☐ The written daily schedule is posted in the classroom and implemented.
- ☐ Rest time does not exceed 60 minutes.
- ☐ Quiet activities are provided in a non-punitive manner for children who are non-sleepers.
- ☐ The schedule includes a balance of teacher-initiated and child-initiated activities.
- ☐ Children are given adequate time to develop their play in self-selected learning areas.
- ☐ The schedule includes small group and large group instruction.

Meets

- ☐ Opening and closing activities are included on the daily schedule and implemented.
- ☐ Smooth and orderly transitions are planned and implemented.
- ☐ Wait time between activities is kept to a minimum.
- ☐ Plans/routines/schedules allow for flexibility based on the needs and interests of the children.
- ☐ Instructional activities are included after rest time.

Exceeds

- ☐ A schedule for children (readers and non-readers) is posted at children's eye level in the classroom and is used to help children understand the daily routine.
- ☐ The schedule is revised as children mature and develop.

C 2. The program enhances children's feelings of comfort, security and self-esteem through positive interactions.

Due Date

Partially Meets

- ☐ Each adult is actively involved with the children throughout the day.
- ☐ Staff talks and listens to individual children with attention and respect throughout the day.
- ☐ Teachers respond to children's requests and questions.
- ☐ All children are treated with respect, dignity and acceptance.

Meets

- ☐ Meaningful/informal conversations between staff and children occur.
- ☐ Positive interactions occur at the children's eye level.
- ☐ Children's interactions are positive in nature.
- ☐ Staff participates in children's learning to turn activities into meaningful learning opportunities.

Exceeds

- ☐ Activities are planned to promote group cooperation and develop social skills.
- ☐ Staff sits with children during meals/snacks and facilitates a positive social experience.

C 3. Classroom management techniques are employed which foster self-control, responsibility and respect for self, others and property.

Due Date

Partially Meets

- ☐ Age appropriate/non-punitive classroom management techniques are used that guide and redirect children.
- ☐ Teachers encourage appropriate behavior.
- ☐ The teachers' expectations for appropriate classroom behavior reflect the age and developmental level of the children.
- ☐ The learning environment is set up to prevent conflicts and promote positive interactions.
- ☐ Corporal punishment is not used.

Meets

- ☐ Age appropriate classroom rules are developed and posted.
- ☐ Staff actively involves children in problem solving techniques.
- ☐ Logical and natural consequences are used when possible.
- ☐ A private guidance system is planned and implemented for individual children, as needed.
- ☐ Staff consults outside professional resources and makes referrals, as needed.

Exceeds

- ☐ Teachers model and encourage children to focus on the positive behavior of others.
- ☐ Children are involved in developing classroom rules.
- ☐ Children are taught strategies/techniques for developing self control.



C 4. The environment and instruction promote language development.

Due Date

Partially Meets

- ☐ Teachers provide various daily opportunities for the children to develop phonological awareness.
- ☐ Teachers provide a planned opportunity for the children to participate in reading and discussing children's literature daily.
- ☐ Language development is encouraged through interactions with adults and peers.
- ☐ A plan has been developed to meet the needs of non-English speaking students.

Meets

- ☐ The environment is language and literacy focused and print rich.
- ☐ Adults ask engaging and open-ended questions and provide time for children to reflect and respond.
- ☐ Teachers provide multiple opportunities for the children to participate in reading and discussing children's literature daily.
- ☐ Teachers involve children in informal reading experiences.
- ☐ Teachers read to children in planned small groups at least weekly.
- ☐ The environment includes children's dictation.

Exceeds

- ☐ The connection between spoken communication and written language is demonstrated in multiple ways.
- ☐ Displayed print is used as an opportunity for teaching skills and concepts.
- ☐ Children are exposed to other languages and/or other forms of communication.
- ☐ Large group literacy activities such as shared reading using big books, flannel board stories, or acting-out familiar stories are implemented at least weekly.



C 5. The program is planned and implemented to address sequentially all phases of learning.

Due Date

Partially Meets

- ☐ Current lesson plans are complete, on site and are implemented.
- ☐ Religious instruction, activities, and materials are not used during the instructional day.
- ☐ Lesson plans reflect appropriate instructional practices and activities.

Meets

- ☐ Instruction is based on content standards in each of the following domains: language/literacy, math, science, social studies, creativity, physical development and social/emotional concepts.
- ☐ Instruction is modified to meet varying readiness levels, learning preferences, and interests of students.
- ☐ Instructional activities are planned to build upon children's participation in field trips or other special experiences.
- ☐ Activities for small group instruction are developmentally appropriate and purposeful.

Exceeds

- ☐ Assessment data is used for planning instruction.
- ☐ Children have opportunities to extend learning activities/projects over a period of time.
- ☐ Interests of the children are incorporated into the instructional program.



C 6. Assessment for all children is on going and reflects appropriate practices.

Due Date

Partially Meets

- ☐ The program uses the Georgia's Pre-K Assessment tools appropriately.
- ☐ The Work Sampling System Developmental Checklist and Pre-K Progress Report are supported by observational notes and portfolio artifacts.
- ☐ The assessment tool and supporting documentation are maintained on-site for each child.
- ☐ Documented family conferences are offered at least twice during the school year.

Meets

- ☐ Observations are ongoing throughout the year for each child in all domains.
- ☐ Information noted in observational notes and portfolio artifacts documents children's growth and development in all domains.
- ☐ Observational notes and portfolio artifacts are systematically organized and filed by children's names and domain.
- ☐ Portfolios include a variety of media.

Exceeds

- ☐ Assessment includes information from multiple sources such as parents and additional resource personnel.
- ☐ Teachers provide parents with individualized information on children's progress throughout the year.

Section D: Transition and Family Involvement

Date _____

D 1. Various activities are planned to involve families in the educational program.

Due Date

Partially Meets

- ☐ A documented Pre-K parent orientation has been provided within 20 days of commencement of services.
- ☐ Family Handbooks and other documentation such as school calendar and/or schedule of fees are distributed to families.
- ☐ The Governor's books for the children are distributed to families.

Meets

- ☐ Opportunities are provided for families to participate in the children's educational experience.
- ☐ Families are notified of classroom activities through regular written communication such as newsletters or Daily News activities.

Exceeds

- ☐ Family literacy packs are used to enhance literacy opportunities.
- ☐ A lending library has been established with a variety of learning materials for families.

D 2. Various kindergarten readiness activities are planned to ease the transition to kindergarten for children and their families.

Due Date

Partially Meets

- ☐ Families are assisted in obtaining the required kindergarten documentation.
- ☐ A plan has been developed for an orientation and distribution of the "Ready for School" Kits.

Meets

- ☐ An effort is made for children to meet kindergarten staff.
- ☐ Transition procedures are discussed with parents during a meeting or through individual contacts.
- ☐ Classroom activities are planned to familiarize the children with kindergarten routines.

Exceeds

- ☐ Opportunities are provided for Pre-K children to participate in kindergarten functions such as kindergarten field trips, school fairs/carnivals, picnics, or special assemblies.
- ☐ Plans are made to contact former students during the beginning of their kindergarten year.

Project Director/Site Director/Principal Signature

Visit 1

Date

Project Director/Site Director/Principal Signature

Visit 2

Date

Consultant Contact Information:



GEORGIA'S PRE-K PROGRAM QUALITY ASSESSMENT Scoring, Definitions, and Clarifications 2008-2009

Georgia's Pre-K Program Quality Assessment (PQA) is used to evaluate programs and to identify program strengths and areas in need of improvement. Teachers, principals, and program administrators can also use the PQA as a self-assessment tool to improve and maintain program quality.

Scoring

Not Met (NM)	Any indicator missing under Partially Meets
Partially Meets (PM)	All indicators under Partially Meets
Meets (M)	All indicators under Partially Meets and all indicators under Meets
Exceeds (E)	All indicators under Partially Meets, all indicators under Meets, and at least half of indicators under Exceeds

Please note: The only ratings for any item in Section A are “Not Meets” (NM) or “Meets” (M).

Definitions

Accessible: Materials are located within the learning areas or in the classroom within easy reach of the children. Children can freely choose to use materials without asking for teacher permission or assistance.

Available: Items are easily brought out for children's use for specific activities or to expand children's play.

Materials are rotated: There are additional materials that are added to centers and/or switched with current materials. While most materials should be present each day to encourage in-depth exploration, some materials should be rotated periodically to expand children's learning experiences. Reintroducing familiar materials can also inspire new uses. Teachers should be mindful of boredom, loss of interest, new interests, and frustrations. You can visit your local library or Child Care Resource and Referral Agency for additional books and materials for rotation.

Adequate: Refer to recommended number of items listed on the Pre-K Basic Equipment, Materials, and Supplies Inventory list. Children are often eager to use materials immediately, and taking turns is often difficult for them. Having multiple sets of popular materials will help with classroom management issues. Children who are working with the same materials are more likely to compare and share observations about their experiences.

Reading and Writing Materials: Teachers support the development of reading and writing skills by creating an environment that actively involves children in meaningful literacy activities. Activities using print should occur throughout the instructional day during large group activities, small group activities, and independent play. A “print-rich environment” incorporates books, all types of writing materials, lists, charts, language experience activities, samples of writing efforts, and center props that promote reading and writing. It is recommended that materials for writing and reading should be included in each of the classroom learning areas. Reading materials placed in various areas should be age-appropriate and relevant to the learning areas in which they are placed (mathematical concept books in the Math/Manipulative area or science related books in the Science area). *Refer to the resources titled “Pre-K Literacy in Each Area,” “Writing Center Ideas,” and “Reading and Writing in Pre-K” located in the Pre-K >> Teachers >> PQA Resources section of the Bright from the Start website at www.decal.ga.gov.*

Please note: Items included in parentheses are examples.

Clarifications

Section A:

Item

- A1.** It is required that two adults be in the classroom during the 6.5-hour instructional day. The 6.5 hours of instructional time shall begin no earlier than 7:30 a.m. with hours of operation as delineated in the original approved application. The remaining 1.5 hours of the lead teacher and teacher assistant eight hour day should be used for Pre-K program activities such as parent conferences, meetings with Resource Coordinators, instructional planning, etc. Using Pre-K staff during the eight hour Pre-K day to supervise children not enrolled in Georgia's Pre-K Program is unacceptable. Using Pre-K staff paid by the Pre-K grant (during the eight hour Pre-K day) to supervise children whose parents pay private fees or for whom the provider receives subsidies is an inappropriate use of Pre-K funds. During the optional one-half to one hour scheduled rest or sleeping period, a ratio of one adult providing direct supervision to 20 children is acceptable. Rest time with reduced adult ratios cannot exceed one hour. The Pre-K provider shall ensure that a substitute lead teacher and/or substitute teacher assistant is present and working in the Pre-K classroom for each day that a lead teacher and/or teacher assistant is late, leaves early, or is absent; whether due to illness, required training, or personal leave.
- A7.** Eligibility documentation for children includes age documentation, proof of residency (utility bill, lease agreement), and if applicable, the five-year-old child acknowledgement form that is included in the *Pre-K Providers' Operating Guidelines*. **Proof of age eligibility and residency must be on file the day the child begins the Pre-K Program.**
- A8.** All children enrolled must have a current DHR Certificate of Immunization (Form 3231) in their file for review within 30 calendar days of entrance into Georgia's Pre-K Program. Form 3231 must have either a date of expiration or "school attendance" block checked. Children who attend Georgia's Pre-K must be up-to-date on all immunizations required for school entry plus Haemophilus influenza type B (Hib) vaccine. Children who do not provide a completed 3231 after the 30-day period must be asked not to return until the certificate is provided. Expired 3231 certificates must be updated and on site within 30 calendar days of the expiration date. Children who do not provide an updated 3231 within 30 days of expiration must be asked not to return to the program until a current 3231 form is provided with a new expiration date. *For further information, please see Section 3.7 of the Pre-K Operating Guidelines.*
- A9.** All children enrolled must have a Certificate of Eye, Ear and Dental Examinations (Georgia Department of Human Resources Form 3300) in their file for review within 90 calendar days of entrance into Georgia's Pre-K Program. After 90 days, if a child does not have all three sections of the 3300 completed, the child must be asked not to return to the program until the completed 3300 form is provided. A family who provides an appointment card to have the 3300 form completed may remain in the program. A current 3300 form will be expected to be on-site the day after the appointment. Pre-K Providers shall provide evidence of documentation of follow-ups on "untestable" or Provisional status of EEDs. If a box is marked Needs Further Professional Attention, it is expected that the Pre-K site shall have documentation of the follow-up that is occurring (doctor's notes, scheduled appointments, information from parents) on file for consultant review. When children enter the program later in the year, the Pre-K provider shall make every effort to obtain form 3300 as soon as possible to identify any follow-up needed. *For further information, please see Section 3.7 of the Pre-K Operating Guidelines.*
- A10.** Category One child eligibility is defined as the child's participation in one of the following: Food Stamps, Social Security Income (SSI), Medicaid, Temporary Assistance to Needy Families (TANF), CAPS program, or Peach Care for Kids. Documentation of the child's participation **must be verified and kept on file for review**. Children who participate in the free and reduced meal program through the center/school in which they attend may also be counted if income eligibility is verified on each child and kept on file for review.

- A11.** All documents must be maintained and kept on site for review with times noted when children arrive late or leave before the end of the instructional day.
- A12.** Children who do not attend on a regular basis, are routinely late, or routinely leave the program early should be referred to the Pre-K Project Director, Site Director, and/or Resource Coordinator (RC). Providers are required to document efforts to assist parents/guardians in improving absenteeism or tardiness. Inability to resolve the problem after documented interventions should be referred in writing to Bright from the Start for assistance/guidance. All copies of this documentation must be maintained on site for review. *Refer to Section 3.6 of the Pre-K Operating Guidelines for further clarification, definitions, and procedures.*
- A14.** Disenrollment requires prior Bright from the Start approval. Immediate suspension for up to two days can be made at any time the Pre-K provider determines a child is causing harm to himself/herself or others. No Bright from the Start prior approval is needed for an immediate suspension. Bright from the Start must be notified in writing that such action has been taken immediately upon suspension. *Refer to Section 3.5 of the Pre-K Operating Guidelines for Suspension and Disenrollment Procedures.*
- A15.** An on-site Pre-K orientation for all teaching and administrative staff shall be provided within the first 20 working days of commencement of Pre-K services to children. Orientation should be provided as soon as possible for new staff in the event of turnover. **Documentation must be kept on site for review.** Documentation may include an agenda, minutes from the meeting, or a sign-in sheet. *Refer to Section 6.3 of the Pre-K Operating Guidelines for further clarification about Staff Orientation.*

Section B: Physical Learning Environment

Item

B1. Partially Meets:

Appropriate instructional environment: Appropriate learning centers should be established, and the setting should promote and motivate children's learning and be welcoming, inviting, and inspiring. The classroom should have adequate space for children to move freely, but without large empty spaces that could cause children to run or tumble.

Materials and furniture are in good repair: The equipment is not broken, pieces are not missing, and the furniture is not torn or broken.

Classroom is organized and uncluttered: The classroom and materials are expected to be organized and stored neatly. Materials and shelves should be labeled appropriately. Teacher storage should not take up a large percentage of classroom space.

Careful consideration about children's typical development is essential when setting up the learning environment.

B1. Meets:

Learning areas are changed to reflect current topics and interests: It should be evident that the materials in the classroom learning areas/centers are changed each time the current topic or interest changes. Changes to the learning areas should be included in or with lesson plans and should be evident in the learning areas of the classroom.

Young children are active learners who touch, feel, experiment, and create. The effective center is designed to relate to the world of active learners and encourage their involvement. Young children make connections in their activities that relate to what is going on around them. By providing these enhancements to your learning areas, you are encouraging young children to further explore and relate to the topics you are discussing in the classroom.

Protected space: Think of this space as a "retreat" space.

Ideas include but are not limited to a designated protected area, a sign a child uses to define a "no interruption" space, a classroom practice of honoring requests of children to be alone, a small table set up with one or two chairs, a space set up with a music player and headphones, transparent fabric (netting, organza or tulle) draped from the ceiling, a large box or small corner with pillows, rugs, stuffed animals, and writing materials. The protected space does not have to be a stationary classroom space (hula hoop or stop sign could be used). The protected space should not be used for discipline. It must be evident that the protected space is being used appropriately in the classroom and is not included in a learning area where disruptions and regular classroom play might occur. The art easel, book area, writing table, listening area, computer, and sensory table are not examples of a protected space.

Visit the Bright from the Start website at www.dec.al.gov to find ideas in the monthly teacher newsletter.

Centers are arranged for independent use by the children:

Children are able to see materials in the center areas and can make choices for their play independently. Shelves should be low and materials organized. Learning materials and shelves should be labeled appropriately. Learning areas and equipment should be set-up and ready for use (lid removed from sensory table, tape player for listening area has a power source and is ready for children to use, art easel supplied and lids from paint cups removed and brushes placed in paint cups). Children should not have to ask adults to hand materials to them.

B1. Exceeds:

Boundaries are established: Boundaries should be established by using shelving, rugs, tables, or other visible barriers.

Diversity is reflected in the classroom learning areas and materials: It is important that the classroom materials reflect the diversity of the students' homes and communities, represent varying populations of the world, and represent various disabilities and generations. Please note these items are in addition to already required items in the PQA. The following are examples of how diversity could be reflected in learning areas:

- ❖ **Art:** crayons, paints, markers, colored pencils, and paper in different skin tones; materials that encourage children to make the arts and crafts found in their communities and different cultures (ceramic bowls and statues, clay to make pottery, yarn and frame looms), books that have pictures of art from different cultures.
- ❖ **Blocks:** animal figures representing different typical and unusual pets, toy vehicles representing different types of jobs (construction equipment, farm tractors, taxi cabs), diverse building materials used locally and in other cultures (wood, bricks, thatching grass, boards made of recycled plastic).
- ❖ **Dramatic Play:** kitchen utensils and food packages reflective of those in children's homes, dress-up clothing with items from different cultures and occupations, child-size disability aids (walkers, crutches, eyeglasses with lenses removed).
- ❖ **Science:** real examples and/or photos of plant and animal wildlife native to the area and in other countries, tools and other items related to local weather patterns (for snow removal, sun protection, rainy season, hurricane preparedness).
- ❖ **Classroom Display:** pictures/posters of children or families of different ages, races, cultures, and abilities.

Distinctive areas encourage different types of activity and expand the range of content children want to pursue. Children are able to survey the room and choose where, with what, and with whom they want to engage.

B2. Partially Meets:

Displayed work includes a variety of media: There should be at least three types of media (paint, markers, crayons, glued collage, clay creations) in the displayed work.

By providing materials and experiences with different types of media, children are allowed to engage in experimentation with materials and ideas. Developing knowledge and skills in art requires time, materials, and encouragement. As children engage in the artistic process, children learn they can observe, organize, and interpret their experiences. They can make decisions, take actions, and monitor the effect of those actions. It is important that children have opportunities to foster these skills through exploration.

B2. Meets:

The majority of the display in the classroom reflects children's unique and individual expression: There should be unique and different student work in the display. The majority means more than 50%. The children should have selected the subject and materials and completed the work in their own creative way without teacher direction. Dittos, worksheets, teacher directed work, and patterned artwork cannot be counted for this indicator.

The items in the display are current and are changed regularly: The edges of the paper are not curled, and the paper is not torn or faded. The dates on items in the display are from within a period of time ranging from the present to no more than six weeks ago.

Seeing concrete reminders of their own work prompts children to recall and reflect on what they and their peers have accomplished. It also encourages children to expand their own ideas or the ideas of others and pursue that interest or project on subsequent days.

B2. Exceeds:

The classroom display reflects the current topics and children's interests: Items in the display should reflect activities that have occurred recently. Examples might include pictures from a recent field trip or a special visitor, children's displayed work related to a current topic or interest, a sign welcoming spring, posters of a related topic, or dictations on children's work.

Children select the location to display their work: Children are able to independently choose the location to display their work. Children are able to hang their work independently, because the classroom has tape or clothespins accessible to encourage children to post their work.

The classroom display includes charts and/or stories of current activities: The purpose of these charts is to support literacy development. They can include stories that the children create as a class, recalling events of a recent field trip or special event that occurred during Pre-K. Charts, graphs, and stories should include pictures and symbols as well as print.

B3. Partially Meets:

The reading area is cozy and inviting: The area should be inviting to young children and include some type of softness such as pillows, soft furniture, or stuffed animals. The area might also include rugs and lamps. This area should change throughout the year to keep children's interest.

Children's age appropriate literature is accessible: There is a variety of books to meet the varying literacy levels of students. This can include books with very few or no words per page, 1-2 paragraphs per page, or books with short sentences for emerging readers.

At least one book per child is displayed in an orderly manner: All displayed books and books on shelves should be neatly organized. Front covers of books should be facing out and right-side up.

Language and literacy props are in good repair: Language and literacy props are materials placed in various learning areas to promote language development such as a flannel board and stories, big books, telephones, dolls, large plastic animals, teacher-made games, puppets, class-made books, wooden or plastic people, or walkie-talkies. These items should be clean, unbroken, and contain all pieces.

Visit the Bright from the Start website at www.decal.ga.gov for the Recommended Book List

B3. Meets:

A listening area with books and corresponding tapes is accessible: The listening area should be set up and ready for children to use, complete with a minimum of two books with corresponding tapes and headphones. Listening materials in closed boxes, headphones not plugged in, or tape players with no power source are not considered accessible.

The flannel board and flannel board stories are accessible: The flannel board and a minimum of two stories should be accessible, set up, and ready for children to use. Stories should be stored separately and individually. Using a magnetic board and magnetic story pieces can also meet this indicator. Having just pieces of flannel, letters, or numbers does not meet this indicator. Flannel board stories should be familiar to the children, so they can practice retelling and sequencing stories. Credit will be given for this indicator for any flannel board piece of literature that can be retold in a sequence (nursery rhymes, familiar stories, books).

A writing area is accessible with a variety of materials that address differing developmental levels: A writing area should be established, separate from your art area, and accessible daily. The writing area should include a variety of paper (unlined and primary ruled), a variety of writing instruments in a variety of sizes (fat and thin markers, crayons, pencils), word cards (with words and icon / picture / photograph), name cards (children in the class), stencils (letters, numbers, shapes, animals), stamps and stamp pads, and real and found materials (envelopes, note pads). The area should be inviting and kept interesting by rotating materials and adding fun and unique writing tools and paper. Children will begin to learn that writing is for functional reasons (to communicate an idea, remember to do something, or give directions).

Various literature types are accessible: To meet this indicator at least five of the types of literature must be accessible. Types of literature to include: fantasy, non-fiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence (numbers, days of the week, months of the year), repetitive phrase, cumulative, chain/circular, and question and answer.

Various cultures, abilities, ages, and races are represented in the accessible reading materials: To meet this indicator at least two books representing any two of the following types must be accessible: various cultures, abilities, ages, and races. Some examples might include books that represent babies, the elderly, adults and children with disabilities, and people of different races and cultures. These books and types should be rotated throughout the year.

Books related to the current topics are accessible in order to expand children's interests and vocabulary: These books should be accessible to the children.

Visit the Bright from the Start website at www.decal.ga.gov for additional ideas and a resource titled, "Writing Center Ideas"

It is important for young children to be able to see pictures of and hear stories about all types of people.

Young children learn best by being able to actively see and work with materials related to what is being discussed in the learning environment. Reading books about current topics being discussed in the classroom further expands children's vocabulary and knowledge about the subject.

B3. Exceeds:

Additional language props are available: Additional language props can include: flannel or magnetic board and stories, puppets (hand, stick, finger), story mitt or apron, big books, books on tape, props to dress like characters (masks, ears, noses, clothing, costumes), and puppet stage (made or store bought).

Materials are accessible to enhance children's understanding of the alphabetic principle: Materials can include letter puzzles, alphabet books, displayed alphabet, word cards, labels with pictures and words, letter stamps / stencils / sponges, alphabet games (bingo, lotto, matching, dominos, interlocking cubes, wooden blocks), letter tiles, magnetic/flannel letters, computer keyboards, or typewriters.

Children's reading development is dependent on their understanding of the alphabetic principle – the idea that letters and letter patterns represent the sounds of spoken language. Children will learn by reading books such as Chicka Chicka Boom Boom, singing songs, and reciting rhymes. Informal play in which children have opportunities to see, play with, and compare letters leads to later reading success.

B4. Partially Meets:

Various puzzles are accessible that address differing developmental levels: For credit for this indicator, at least 5 puzzles must be accessible with at least 3 types represented. A variety of types of puzzles should include differing levels of ability such as knobbed or wooden puzzles, puzzles with various numbers of pieces, and floor puzzles. The variation of puzzles should be reflective of the group of children enrolled and will vary throughout the year as children's learning progresses.

Manipulatives include materials for counting, sorting, recognizing shapes, and hand-eye coordination: To meet this indicator at least one manipulative from each of the different types must be accessible.

Enough manipulatives are accessible for small group activities: There are enough manipulatives for each child to fully participate in small group activities. Small group has been defined as 2 to 8 children.

Refer to the "Basic Equipment, Materials, and Supply List" located on the Bright from the Start website for quantity recommendations when purchasing.

B4. Meets:

Real and found materials are included in the learning area: More than one real and found material must be accessible in the learning area. Some examples of real and found math materials include bottle tops or buttons for children to count and sort, dominoes, or beans for counting.

Materials are accessible to provide opportunities to measure length, weight, and time: A minimum of one material for each category (length, weight, time) must be accessible in a learning area. Materials to measure length, weight, and time include scales, balances, rulers, tape measures, hour glasses, stopwatches, or kitchen timers.

B4. Exceeds:

Math activities are included as a part of the daily routine: Some math activities can include counting the number of children present, setting the table (counting supplies needed), counting steps it takes to get from point A to point B, one to one correspondence, patterning (calendar, hand claps, children), tallying how many children are playing in each center area, and sorting groups of children based on gender, clothes, shoes, or hair. Rote/drill activities will not meet this indicator.

Activities to teach time concepts are included as part of the daily routine: Time concepts can be represented by games that have the children starting and stopping on a signal; discussing yesterday, today, and tomorrow; discussing what comes next; or using timers in the classroom.

Research indicates that children between the ages of three and five years of age actively construct a variety of important informal mathematical concepts and strategies from their everyday experiences. A consistent routine creates a framework for planning daily math activities. Teachers can begin to think about how to integrate math content into each component of the day.

B5. Partially Meets:

The area is large enough to accommodate several children: The area provided for dramatic play should be large enough so that several children playing can be active and noisy without interrupting other activities. Typically, the dramatic play area is one of the largest in the classroom and can accommodate five or more children.

B5. Meets:

Doll accessories are accessible: Doll accessories can include high chairs, doll beds, blankets, bottles, bibs, feeding bowls, infant spoons, or diaper bags.

An adequate supply of quality dress-up clothes that includes clothing worn by both men and women is accessible:

Dress-up clothes should be organized and visible so children can see their choices. Some (four to five choices are required) of the dress-up clothes should be hung so children can clearly see their choices. Clothing choices should be rotated to maintain interests throughout the year. Additional clothing choices can be stored in drawers or in storage bins or tubs if they are neatly sorted and organized and clearly labeled with words and pictures. Clothing choices should include a variety of items with which children (both boys and girls) can identify as a part of their everyday lives. Other examples of

It is important that all children in the classroom have something from their lives which they can identify with and extend their play and thoughts. For this reason, it is important to have several choices that both girls and boys can identify with.

For additional ideas for props and accessories for dramatic play themes see the resource titled "Dramatic Play Themes" located on the Bright from the Start website.

quality clothing items could include fantasy costumes and clothing items (story book characters), community worker outfits (mail carrier, doctor, fire fighter, police officer), fancy dress-up clothing (sequin dresses, suits, dressy hats, gowns), attire that is reflective of cultures (African dashiki and kufi or wrap hat, Latino shirt with serape, Native American attire), and work attire (overalls, suits, dress-shirts, dress jackets, uniforms from local businesses).

Props and accessories for at least two different themes

are accessible: Each accessible theme/prop box should have an adequate number of props to foster meaningful play experiences and the intended theme. Props should be stored in boxes, baskets, or containers and should be clearly labeled with words and pictures and/or be visible to the children. Examples of themes/prop boxes might include birthday celebration, picnic, flower shop, or office.

Creating a class book or keeping a photo album of past themes and multiple settings created throughout the year is beneficial documentation. It is also something to share with families, consultants, special visitors, and other teachers. It is fun for children to revisit throughout the year.

B5. Exceeds:

Multiple settings are provided for dramatic play throughout the year:

Credit for multiple settings occurs when there is a transformation of an area into a new setting. Some settings which could be recreated are restaurants, offices (post office, doctor/dentist, vet, business), stores (grocery, bookstore, pet), or a campground. It is acceptable to set up a dramatic play setting in another part of the classroom. All materials to which the PQA refers to must remain accessible.

Environmental print is included in the area: Environmental print is encountered in the context of everyday life. Some examples are company logos, menus, coupons, real food labels and containers, a food pyramid, phone books, restaurant items, catalogs, junk mail, or signs that relate to topic of study.

Recognizing environmental print is the beginning stage of reading and shows that children understand that printed words convey meaning.

B6. Partially Meets:

Various items for collage making are accessible: There should be a minimum of four choices of different types of collage materials accessible. Collage materials should be separated by type and sorted in an orderly fashion. Some examples of collage materials include buttons, beans, feathers, craft sticks, glitter, or fabric pieces.

The art easel is supplied with paint and paper and accessible daily: To meet this indicator, paint cups should be full (with a variety of color choices) and developmentally appropriate sized painting implements (brushes, rollers) included with the paint cups. Easel paper (18" x 24") should be hung on the easel or easily accessible for children to hang on the easel independently. The easel, paint, painting implements, and paper should be prepared daily and be clearly visible to children as a choice prior to center time.

Young children need daily painting opportunities to express themselves creatively as well as to develop large and small motor skills associated with easel painting.

B6. Meets:

Materials for three-dimensional creations are accessible: There should be more than one type of material accessible for creating three-dimensional artwork. Some examples of three-dimensional materials could include play dough or clay along with the tools for modeling, molding, and making impressions (bowls, dowels, toothpicks, kitchen utensils, plastic letters and numbers, cookie cutters, buttons and beads); cardboard or plastic tubes; wood pieces; boxes and cartons in all shapes and sizes; and empty thread spools or film canisters.

Various types of paper are accessible: To meet this indicator at least three different types of paper must be present. Different types of paper might include newsprint, wallpaper, tissue, construction, drawing or sketch paper, or manila drawing paper.

Manipulating three-dimensional media requires the manual dexterity and strength to mold, sculpt, or build with materials using one's hands and/or tools. The primary role of the teacher is to encourage children to make art by providing abundant and diverse materials, along with enough time and space to explore them.

B6. Exceeds:

Reading materials are included in the area: Books related to art should be included in the area. Magazines, newspapers, or other items used for collage materials will not be counted for this indicator.

B7. Partially Meets:

The area is large enough to accommodate several children: There should be enough space for several children to build and create structures without their play being interrupted. Typically, the block area is one of the largest in the room and can accommodate up to five or more children. Block play is often loud and active, and the area should not be located where other play nearby will be disturbed.

An adequate number of unit blocks are accessible for several children: A minimum of 250 unit blocks must be present to meet this indicator. Unit blocks are wooden and include shapes such as rectangles, squares, triangles, and cylinders.

For additional ideas about the block area, use the "Block Center Tips", "Stages of Block Building" and the "Basic Equipment, Materials and Supplies Inventory List"

An adequate number of hollow blocks are accessible for several children: A minimum of 30 hollow blocks must be present to meet this indicator. Hollow blocks are large and wooden.

Blocks are organized and sorted according to type: Unit blocks should be stacked on shelves and sorted by shape and size. Blocks should be organized neatly so children are invited to use them independently and are able to clean up on their own. This arrangement helps children to develop and practice the skills of sorting and stacking. The majority of unit blocks should be stacked on shelves and not in bins or tubs to be given credit for this indicator.

Not having enough blocks for children to complete the structures they have in mind frustrates children and constrains them developmentally. Unit blocks are important in the development of the whole child. Learning occurs as a child moves her muscles, discovers how different objects feel in her hands, thinks about spaces and shapes, and develops thoughts and interests of her own. Unit blocks allow children to create, solve problems, and challenge themselves. Block play helps children learn socially, physically, intellectually (math, language, science), and creatively.

B7. Meets:

Block props and accessories are included in the block area: The block area must include two or more types of props. Types of props for the block area include small and large vehicles, animals, people, traffic signs, train tracks and trains.

The block area is located away from traffic patterns: The area should be located in an area of the room where traffic patterns will not disturb block play. Typical block play includes building structures and towers.

Labels are used to aid in organization and to support clean-up efforts: The area should be labeled appropriately. Labels can include photos, pictures from magazines, or tracings. Children should be taught how to use the labels to aid in clean-up efforts. It must be evident that children have been taught the skills of sorting and stacking and that the children are using the labels to sort, stack, and clean-up blocks.

Real/found materials are included in the area: There should be a minimum of two types of real and found materials in the block area. Real and found materials that can be added to the block center include cardboard boxes, cardboard tubes, PVC pipes and fittings, paper/plastic cups, or construction cones.

B7. Exceeds:

In addition to unit and hollow blocks, other types of blocks are accessible for use: Additional blocks can include foam, plastic, cardboard, or teacher-made blocks. There should be enough blocks (at least 15-20) to be considered a set. Blocks are not interlocking. Items that interlock such as Legos or Lincoln Logs cannot be counted to meet this indicator. Interlocking materials can be included in the block area but are considered in fine motor development.

By providing many different types of blocks, you create a learning environment that challenges children to build in different ways.

B8. Partially Meets:

An adequate supply of basic materials for science exploration is accessible: To meet this indicator the following basic materials must be accessible: magnets and items to use with magnets, color paddles, and magnifiers and items to use with magnifiers. There should be an adequate number of each of the basic materials for multiple children to use.

A sensory table/tub is supplied, open, and accessible to the children: The sensory table/tub must be prepared daily and be clearly visible and open prior to center time. The sensory table/tub must be supplied with ample sensory materials along with materials for children to dig with, containers to fill and dump, pouring materials, and other items such as tweezers or tongs. If the sensory table is used for cutting materials, other sensory materials should be accessible.

B8. Meets:

Collections of natural items are accessible: Each classroom should have more than one collection of natural items and these collections should vary throughout the year. Collections can include items such as seashells, rocks, feathers, tree bark, fossils, acorns, or a variety of leaves.

Nature/Science games and/or toys are accessible: The science area should include more than one nature/science game and/or toy. These items might include: animal or nature bingo/lotto, science themed puzzles, prisms, sound discrimination games, kaleidoscopes, binoculars, or teacher-made matching games.

Something living for children to care for and observe is included in the classroom: To meet this indicator children should be involved in the daily care of the plant and/or animal to learn that all things need care, food, and water to live. A living plant and/or animal should be included in the classroom learning environment.

Materials in the sensory table/tub are changed frequently to provide a variety of textures and experiences: Materials in the sensory table/tub should be changed frequently to provide a variety of textures and experiences. These materials can include sand, water (with or without bubbles), rice, birdseed, corn, dirt, “glurch” made from liquid starch and glue, or confetti. Consider adding dry spices or liquid scents to the sensory materials. If the sensory table is used for cutting materials, other sensory materials should be accessible. Documentation for this indicator could include photos of items in the sensory tub throughout the year, notes in lesson plans, or notes on the changes to the learning environment form.

Children should have real items to explore and investigate. Children should be encouraged to bring in natural items to share with the class and to add to the natural collections throughout the year.

Plants should be safe and nonpoisonous, and proper care for animals is required. To extend this indicator, children could be involved in growing plants, planting seeds, or other activities in the classroom.

For additional ideas refer to the resource titled “Sensory Table Ideas” located in the Pre-K section of the Bright from the Start website.

B8. Exceeds:

Various resources are used to add information: These resources can include science books that expand on a concept, posters depicting science concepts (life cycle of a frog, seed cycle), pictures from science activities/experiments, pictures of nature or other science-related topics, charts from field trips with a science topic (farm, pumpkin patch), guest speakers who share information related to science (farmer, bee keeper), or other science-related activities (growing plants from seed).

B9. Partially Meets:

Teachers provide daily opportunities for the children to participate in music with gross movement: Activities should include music with gross (large) motor movement (Hokey Pokey, dancing with scarves, jumping to the beat of music). These activities should be documented in lesson plans. Singing songs that do not include gross motor movement with music will not meet this indicator.

For additional ideas refer to the resource titled “Types of Musical Recordings” located in the Pre-K section of the Bright from the Start website.

B9. Meets:

Various types of music: To meet this indicator at least four different types of music must be available. A collection of music might include types such as classical, children’s, jazz, Celtic, nature sounds, multicultural, dance, or foreign language.

Music is played at various times of the day: Music can be played throughout the daily routine. Background music should be played low, because children are easily distracted, especially if the music is played during center or small group instruction. Teachers might consider playing music during arrival, transitions, large group/circle times, departure, or rest.

Teachers provide multiple opportunities for children to participate in music with movement activities daily: Evidence of more than one activity involving music with gross/large motor movement must be documented in lesson plans.

Musical instruments reflect various cultures: To meet this indicator there should be enough of these instruments available to use with a small group of children. Instruments reflecting various cultures can include Native American or African drums, rain sticks, castanets, bongo drums, or authentic maracas. Small group has been defined as 2 to 8 children.

Music props are available: To meet this indicator there should be enough props available for each child participating in the activity. Props might include scarves, ribbons, streamers, individual beanbags, parachute, hats, or puppets.

B9. Exceeds:

Materials are available for children to make their own instruments: Materials can include cups, rice, beans, empty water or soda bottles, tape, shoe boxes, rubber bands, or empty food containers.

Activities using props for music with movement are incorporated into lessons: To meet this indicator, activities and props should be documented in lesson plans.

Activities are planned to familiarize children with music of various cultures: Special visitors or field trips focused around this topic can also be used to meet this indicator. Activities can include exploring photos, documents, posters, musical recordings, or websites to familiarize children with music from various cultures. Documentation for these activities must be on-site for credit for this indicator. Documentation might include photos, chart stories, class-made books, dictations on children's work, printouts from websites, or activities in lesson plans.

For additional ideas refer to the resource titled "Teacher Ideas for Music and Movement" located in the Pre-K section of the Bright from the Start website.

B10. Partially Meets:

The equipment and play area are in good repair and free of safety hazards: Hazards might include trash, broken glass, sharp edges, or large rocks. Other safety hazards can include a broken fence, bee/wasp nests, standing water, tripping hazards, or any other items that might cause harm to the children and/or adults on the playground. Staff should monitor to ensure that the equipment is anchored safely in the ground, all equipment and pieces are in good working order, S-hooks are entirely closed, bolts are not protruding, and that there are no exposed footings.

Adequate resilient surfacing is present: To meet this indicator an adequate amount of acceptable resilient surfacing must be present. Acceptable resilient surfaces include hardwood fiber/mulch, pea gravel, sand, and synthetic materials such as rubber mats or tiles. Resilient surfaces should not be concrete, asphalt, grass, blacktop, or be packed with dirt or rocks. Grass growing through the surfacing and exposed dirt are signs that adequate surfacing is not present.

The National Playground Safety Association recommends at least 6 inches of resilient surfacing around playground equipment. The surfacing should extend at least 6 inches in all directions from the play equipment. For swings, be sure surfacing extends, in back and front, twice the height of the suspending bar.

B10. Meets:

Mobile equipment is accessible for daily use: Mobile equipment can include balls, hoops, parachute, wagons, tricycles, scooters, plastic bats, catching games/gloves, or cones to use for obstacle courses.

Children have a choice of activities during outside time: There must be evidence that children have a daily choice of activities during outside time. Evidence can be included on lesson plans or in notes or matrices referring to observed activities outdoors. Activities can include group games, tricycles, sidewalk chalk, bubbles, or mobile equipment. Children should not be forced to participate in any activity.

B10. Exceeds:

The outdoor environment is enhanced with learning center materials: Learning center materials (blocks, manipulatives, puzzles, science materials, paint, trucks, or dress-up clothes) are taken outdoors in addition to the required mobile equipment.

The outdoor environment allows for a variety of settings: These settings can include sun, shade, concrete, grass, or sand.

B11. Partially Meets:

The classroom environment is free from safety hazards: Safety hazards include accessible toxic substances, dangling electrical cords, exposed electrical outlets, and broken toys or equipment. When the workbench is in use, direct supervision is provided and safety procedures are followed. When the workbench is not in use, the tools and accessories must be inaccessible to children.

Children are adequately supervised throughout the instructional day to ensure their health and safety:

Children are adequately supervised in the classroom, on the playground, on field trips, in restrooms, and in the cafeteria. Adequate supervision includes maintaining the required staffing for the instructional day services as outlined in Section 6.1 in the *Pre-K Program Providers' Operating Guidelines*.

Outdoor learning can extend current topics, themes, and projects, or be completely independent. When planning, consider opportunities for quiet play as well as loud play that are often discouraged indoors. In a well-planned environment, children can do much more than run, climb, and ride tricycles. Teachers should observe and watch for teachable moments when children make a discovery, ask questions, and show they are eager to learn more. Outdoor time is the ideal place to extend learning experiences from the classroom and to provide experiences that are considered too messy to do indoors. Sensory experiences such as measuring flour or mixing sand and water can be fully explored.

B11. Meets:

Teachers model appropriate health and hygiene practices: Adults reinforce good health practices by eating/drinking healthy food items when with the children and cover their mouth when they cough or sneeze.

Children are guided toward managing health practices independently: Health practices include cleaning faces after meals/snacks, cleaning noses, washing hands when dirty, zipping/snapping/buttoning clothes, and flushing toilets.

B11. Exceeds:

Health-related activities are incorporated into the instructional program: Health-related activities might include reading books about health issues, visiting a hospital, inviting a dentist to the classroom, or having a doctor share information with the children. Other activities might include discussions about health issues (brushing teeth, eating healthy), health-related games, or health-related songs.

Community resources are used to reinforce health and safety concepts: Resources to reinforce health and safety concepts can include firemen, policemen, health professionals, or other community health or safety workers. To meet this indicator documentation must be present. Documentation might include chart stories, class books, dictations on children's work, or photos.

Section C:

Item

C1. **Partially Meets:**

The written daily schedule is posted and implemented: The schedule should reflect the entire 6.5-hour instructional day, be posted inside the classroom for adults, and include times that each activity occurs.

The schedule includes a balance of teacher-initiated and child-initiated activities: To meet this indicator, the schedule and lesson plans should reflect that children are actively engaged and responsive during both teacher-initiated and child-initiated activities.

Because routine provides children with emotional stability and security, the posted schedule should be current and implemented.

Child-initiated activities include those where children should be able to initiate activities based on their personal interests and intentions, choose materials and decide what to do with them, explore materials actively with all of their senses, and talk about their experiences. During child-initiated learning (center time, outside time, or music with movement) children have a choice and control over their learning. Children will construct new knowledge and skills by building on their current knowledge and skills.

Teacher-initiated activities include those where teachers choose materials, set objectives and goals, give some directions, and guide the children's learning (large group literacy activities, small group instruction, and story book read-alouds).

Children are given adequate time to develop their play in self-selected learning areas: The schedule should reflect no less than one full hour block of time for children to play in self-selected learning areas. Breaking up this time into several smaller increments of self-selected play does not meet this indicator. Timing children or having them rotate between centers does not meet this indicator. Activities such as clean-up should be clearly defined and are in addition to the minimum of one full hour block of time. All centers should be accessible to the children daily. Children should not be limited in numbers in centers unless it is for a safety precaution or a smaller center where materials would be an issue (sensory table, loft, listening center, flannel board, or computer). Larger centers should be accessible daily to all children (art, blocks, reading, math, dramatic play, science).

The schedule includes small and large group instruction: A small group is defined as a group of no less than 2 and no more than 8 children who meet with an adult to experiment with materials and solve problems.

"Letting young children make choices is one of the benefits of centers. Children who are given a choice of the center they use will become more involved in the play, follow their interest and maintain their activity longer. Each day children should have an opportunity to choose the center where they will work. Early childhood teachers use various approaches to manage centers and children's choices. Some teachers use a self-managing system for operating centers." Rebecca Isbell, Director, Child Study Center, East Tennessee State University.

C1. Meets:
Group opening and closing activities are included on the daily schedule and are implemented: Activities for opening and closing activities should be documented in lesson plans and should vary throughout the year.
Instructional activities are included after rest time: Evidence of instruction after rest time should appear on both the daily schedule and in lesson plans. Adequate time should be scheduled to fully implement these activities. Some suggestions for instruction after rest might include story times, music with movement, or large group/circle time. Having only snack and a closing activity after rest time will not meet this indicator.

C1. Exceeds:
A schedule for children (readers and non-readers) is posted at children's eye level in the classroom and is used to help children understand the daily routine: The schedule should include words (for readers) and photos, pictures, or symbols (for non-readers). Evidence that children are currently able to use and manipulate the schedule must be present. Some suggestions are to have a clothespin, magnet, or other type of marker to move along the side of the schedule as you progress throughout the day, or use Velcro pieces on the schedule so children can manipulate and put the routine in the proper order. Flip chart schedules will not count for this indicator.
The schedule is revised as children mature and develop: Throughout the year teachers should be aware of children's continued growth and development. Schedules and routines should change as children mature. The schedule changes should be documented and might include or indicate times when children can sit a few minutes longer (a longer group opening/closing, or longer small group times), shorter nap time, or longer time in learning areas as children begin to be able to focus for longer periods of time.

C2. Partially Meets:
Each adult is actively involved with the children throughout the day: All adults in the classroom are actively engaged with the children and materials throughout the day including outside time. Teachers should not be passive. Teachers should be acting with specific outcomes or goals in mind for the children's development and learning.
Staff talks and listens to individual children with attention and respect throughout the day: Children feel secure and successful when teachers interact positively with them. Teachers should interact both verbally (listening, conversing with interest and respect) and nonverbally (smiling, hugging, nodding, making eye contact when appropriate, and getting down on children's eye level when appropriate).
All children are treated with respect, dignity, and acceptance: To meet this indicator, warm, sensitive, and nurturing interactions must be observed.

C2. Meets:
Meaningful conversations between staff and children occur: There should be evidence of a verbal give and take between adults and children.

Conversations should facilitate learning during activities and play routines. Children naturally look for support and feedback.

Staff participates in children's learning to turn activities into meaningful learning opportunities: The teachers extend the children's learning by actively engaging with the children and materials during purposeful activities and play routines. Presenting information, making comments, asking questions, identifying contradictions in children's thinking, and posing challenges are examples.

C2. Exceeds:

Activities are planned to promote group cooperation and develop social skills: These activities might include making class books, caring for class pets, cooking activities, painting murals, or completing group projects. Activities to develop social skills could also include books or discussions to help children understand the feelings of others or activities to encourage appropriate social behavior or how to interact with a group. Teachers should model how to treat people with kindness and respect and engage children in conversations about relationships and working together.

Classroom materials should invite collaborative play (large wagons, long jump ropes, large hollow blocks, board games, and other building materials or equipment that take two or more children to carry or operate.)

C3. Partially Meets:

Age appropriate/non-punitive classroom management techniques are used that guide and redirect children: Age appropriate/non-punitive techniques include redirection, problem solving, and conflict resolution.

The learning environment is set up to prevent conflicts and promote positive interactions: Classrooms should have two or more of popular toys or materials and learning centers that are large enough to accommodate several children and facilitate group play.

Young children need explicit information and guidance from teachers to understand, establish, and follow rules governing classroom behavior.

C3. Meets:

Age appropriate classroom rules are developed and posted:

Establish no more than 4-5 classroom rules. Rules should be written out using simple words **and** symbols/pictures and posted at the children's eye level. The rules should be concrete and include only what the children "can" do (e.g., "walk inside" rather than "don't run inside"). Refer back to the rules often, as many times this may be a child's first formal learning experience.

Logical and natural consequences are used when possible: Logical and natural consequences help children understand the connection between their actions/behavior and consequences through their direct experiences.

*The goal of logical and natural consequences is to allow children to learn from their mistakes. **Natural consequences** allow the child to experience the direct result of his or her actions/behavior (when you throw the ball over the fence, you don't have access to it anymore, and, therefore you can't play with it.)*

C3. Exceeds:

Teachers model and encourage children to focus on the positive behavior of others:

For credit for this indicator, teachers should model that they value children's behavior through interest and encouragement rather than praise or tangible rewards. Teachers can recognize children's accomplishments by commenting specifically on what the child has done, asking questions to learn more about a child's thoughts, repeating a child's idea, imitating an action/behavior, or referring children to one another for information or assistance. Other ways to focus on the positive behavior of others might include compliment boards or friendship jars.

***Logical consequences** help students recognize the effects of their actions/behavior and fix any problems caused by their actions/behavior. Logical consequences relate directly to the situation at hand (if you spill the milk, you get a paper towel and clean it up). A logical consequence is often used when the natural consequence would pose too*

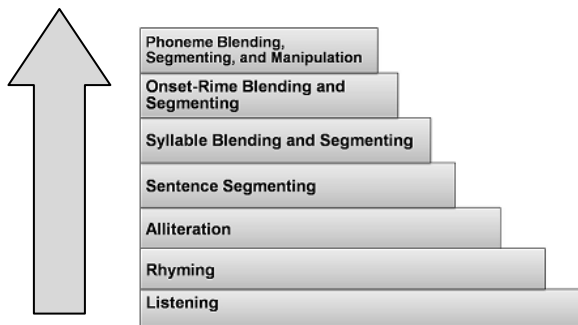
Children are involved in developing classroom rules: For credit for this indicator, evidence of children being involved in developing rules must be evident in lesson plans or in some other way. Involving children encourages them to share in responsibility for taking care of others and the classroom.

Children are taught strategies for developing self-control: For credit for this indicator, procedures should be in place for children to learn to take turns. Teachers should be observed modeling appropriate language for expressing needs, expressing feelings, and asking for help. Children should not be told to work problems out on their own without support, but should instead be offered specific options for resolution.

Four year old children are developing their sense of independence and need to be guided to learn appropriate self control behaviors such as using timers and sign in boards. Other techniques such as calm breathing, coloring/ creating a picture to express feelings of anger, or walking away from a frustrating situation should be taught to and modeled for children. In addition to teaching techniques, a private place may be provided for children to go to by choice when frustrated, angry, or upset (refer to B1). Teachers need to be active facilitators with children while they learn these skills.

C4. Partially Meets:

Teachers provide various daily opportunities for the children to develop phonological awareness: It should be evident that teachers are planning for at least one daily phonological awareness activity, are aware of the levels of phonological awareness, and are varying activities based on the needs and levels of the children in the classroom. It should be evident in lesson plans that the planned activities are following a continuum of learning and a progression throughout the year beginning with listening and rhyming and moving to syllable segmenting and phoneme manipulation. ***The levels of phonological awareness are: (1) Listening, (2) Rhyming, (3) Alliteration, (4) Sentence Segmenting, (5) Syllable Blending and Segmenting, (6) Onset Rime Blending and Segmenting, and (7) Phoneme Blending, Segmenting and Manipulation.***



Phonological awareness is defined as the auditory ability to understand the relationship between sounds and spoken words and is directly correlated with learning to read. Teachers should keep a sense of playfulness and fun, and avoid drill and rote memorization. Spending a few minutes daily engaging children in oral activities that emphasize the sounds of language will go a long way in helping them to become successful readers and learners. Activities to develop phonological awareness should vary daily and include reading aloud rhyming stories, rhymes, chants, songs, finger plays, games that play with sounds (rhyming, sound-to-word matching games, letter-sound association, sound deletion), listening activities, or counting numbers of words in sentences or syllables in a word. Additional activities to support the development of phonological awareness include:

- *Using clapping and rhythm chants such as "Miss Mary Mack"*
- *Playing movement and rhythm games such as "Hokey, Pokey;"*
- *Reading books with patterned, predictable, and repetitive text such as Brown Bear, Brown Bear:*
- *Reading books with alliteration such as Each Peach, Pear, Plum:*
- *Reading books or text that asks questions such as From Head to Toe.*

Teachers provide a planned opportunity for the children to participate in reading and discussing children's literature daily:

It must be evident in lesson plans that teachers are planning for this opportunity daily. Lesson plans should include the names of the stories and/or pieces of literature. Child choice of reading material will not meet this indicator.

By planning reading opportunities daily, teachers are enhancing pre-reading skills. Teachers should purposefully choose appropriate pieces of literature and include them in their instruction. Supportive conversations and activities before, during, and after reading should occur between teachers and children. Children need to develop a rich language and conceptual knowledge base, a broad vocabulary, and verbal reasoning abilities to understand the messages conveyed through print.

Language development is encouraged through interactions with adults and peers: For credit for this indicator, teachers should be purposeful in involving children in conversations, discussions, and interpretations. Teachers should listen and extend conversations into more descriptive, grammatically mature statements when appropriate. Teachers should use rare and new vocabulary, discuss cognitively challenging content, and listen to and respond to what children have to say.

Strategies are developed to meet the needs of non-English speaking students: Evidence includes items found in the environment (labeling materials, daily schedule) in both English and the child's native language, and accessible materials (empty food containers, menus, or books) in the child's native language. Children should be encouraged to speak English when ready.

By adding items to promote language and literacy to the environment and through routine play, children are allowed to express and represent their ideas and knowledge by making it their own.

C4. Meets:

The environment is language and literacy focused and print rich: Materials should be placed in various learning areas to promote the development of language/literacy skills. These can include chart stories, class-made books, graphing activities, portable writing centers, vocabulary cards, class charts with words and symbols, or environmental print.

Adults ask engaging and open-ended questions and provide time for children to reflect and respond: Open-ended questions encourage thinking and reasoning, and encourage children to express their thoughts. There is no right or wrong answer. Teachers should pose questions to get insight into what children are thinking and to stimulate their thought processes.

Teachers provide multiple planned opportunities for the children to participate in reading and discussing children's literature daily. There should be evidence in lesson plans that teachers have planned more than one purposeful reading opportunity for children. Lesson plans should include the names of the stories and/or pieces of literature teachers plan to read. Child choice of reading materials will not meet this indicator. *See PM column for rationale.*

Teachers involve children in informal reading experiences: Informal reading experiences might include one-to-one or small group readings done by teaching staff or classroom volunteers. These experiences are not part of planned activities. Teachers can offer informal reading

experiences during arrival and departure, center time, outside time, or between planned activities. It is suggested that impromptu opportunities also be taken advantage of. No documentation is needed for impromptu informal reading experiences. Routine informal reading opportunities could be reflected on the schedule and/or in lesson plans.

Teachers read to children in planned small groups at least weekly: At least once a week it is evident that there is at least one lesson planned with a smaller group of children involving reading a piece of literature and some type of activity. The activity and the piece of literature must be documented in the lesson plans.

The environment includes children's dictation: Teachers record what children say on/in individual artwork, journals, chart stories, or class-made books.

Some examples of reading activities with children in small groups might include: after reading a book or piece of literature, have the children discuss their favorite part of the story; after reading a predictable text, suggest a different ending; recall a sequence of the story, retell a story, or answer questions about a story.

C4. Exceeds:

The connection between spoken communication and written language is demonstrated in multiple ways: To meet this indicator, evidence of at least three connections must be present inside the classroom. Ways to connect spoken and written language include language experience charts, recording the children's dictation, class-made books and stories, quotes in class newsletters, messages to and from children, or writing the Daily News.

Displayed print is used as an opportunity for teaching skills and concepts: It is important for children to begin to engage with printed materials (examples might include alphabet display, chart stories and/or language charts, or environmental print) and the items that are represented in print such as stories and information.

The relationship between spoken and written language is very abstract for children. When teachers record children's dictation and then read it back to them, they help children begin to make connections between spoken communication and written language.

C5. Partially Meets:

Current and complete lesson plans are on site and are implemented: Lesson plans must be current, on site, and complete for the entire week. Teachers should be planning ahead of time using what they know about the interests and needs of the children, and incorporating connections with the topic of study. Daily planning or incomplete lesson plans will not be given credit for this indicator. Lesson plans for the current school year must be kept on site for review. Credit will not be given if partial lesson plans for the week or previously completed lesson plans are not on site for review.

Lesson plans reflect appropriate instructional practices and activities: The teacher has concrete plans to introduce subject matter and sequence children's learning. Instruction guides the class toward meeting defined standards, but teachers remain open to pursuing related topics that arise and capture children's interests. **Instruction does not include worksheets/dittos, letter of the week, rote memorization/drills, or introduction of skills above the developmental/age appropriate level of the children enrolled.**

The Georgia's Pre-K Content Standards have the potential to improve teaching methods if they are used to guide choices of materials, activities, and interactions. Teachers should know and understand how children typically develop with regard to each learning domain that is addressed.

C5. Meets:

Instruction is based on content standards in each of the following domains: There must be evidence in lesson plans that teachers are using the Georgia's Pre-K Content Standards to plan their instructional activities. Content Standards and the indicator should be linked with each instructional activity included in the lesson plans. Lesson plan formats that include pre-printed Content Standards for every instructional activity will not meet this indicator. Teachers should know

the subject matter covered in their program curriculum and Georgia's Pre-K Content Standards. Over a period of one week, lesson plans should include activities to address skills in each of the seven domains covered in the Content Standards. (Example: LD1a).

Instruction is modified to meet varying readiness levels, learning preferences, and interests of children: It must be evident in lesson plans that activities have been planned that are open-ended, hands-on, and active. Teachers should be aware of young children's learning styles, abilities and skill levels, gender specific learning styles and preferences, and multiple intelligences in regards to four-year-old children. The instructional activities should be hands-on and active.

Instructional activities are planned to build upon children's participation in field trips or other special experiences: It must be evident in lesson plans that there are pre- and post-activities relating to field trips, special visitors, or other special experiences. Changes to the learning environment should also be made and documented as follow-up to field trips, special visitors, or other special experiences (adding pizza making materials, aprons, cash register, and menus to the dramatic play area after visiting a pizza parlor). Special visitors might include community workers or parents discussing hobbies or careers. Other special experiences might include participating in drama or musical performances. It is required for special experiences, special visitors, and/or field trips to take place throughout the school year. If field trips can't be taken, then special visitors and other special experiences should take their place.

Activities for small group instruction are developmentally appropriate and purposeful: Small groups have been defined to include 2 to 8 children. The length of a small group activity should vary with the age, interests, and attention span of the children. Small groups should be formed and will change frequently based on the developmental needs and skills of children. The Georgia's Pre-K Content Standards should be used in planning small group instruction. Teachers should plan activities based on what they need to know about the children in their class. The activities planned for small groups of students working independently should also be purposeful. Small group instruction should not include patterned art projects.

C5. **Exceeds:**

Assessment data is used for planning instruction: Preliminary ratings on the WSS checklist, observational notes, and portfolio artifacts are used to plan instruction. Planned instructional activities should reflect individualization for multiple children (individuals and/or small groups.) Evidence that the groupings of children have changed and notes about individualization should be documented in the lesson plans for credit to be given for this indicator.

Children have opportunities to extend learning activities/projects over a period of time: For credit to be given for this indicator, these activities should be noted in lesson plans and/or changes to the environment form. Projects that are completed over a period of time include book making, completing projects (quilt, food pyramid, or scrapbook), science experiments, or building structures over several days.

Interests of the children are incorporated into the instructional program: There must be evidence that teachers have planned instructional activities based on the children's interests (losing a tooth,

Instructional activities should be planned for both individual children and groups of children. Instructional activities should not be too far above or below children's current capabilities or they could challenge children's self-confidence and their ability to learn.

Children learn best through active participation and experiences. When helped, allowed, and encouraged to follow an interest and construct a plan to learn more, children are empowered and become more intrinsically motivated. Children will fully engage in the experience when it is their own. Teachers must listen for, seize, and build upon interests of children. The planning process works best when both lead and assistant teachers have an opportunity to discuss the interests of the children and how the interest can be extended in the classroom with materials and activities.

Children learn best by being able to connect their experiences in the real world to their classroom environment and learning activities.

sports event, family vacation, birth of sibling) or initiative. This information must be included throughout the lesson plans to be given credit for this indicator.

C6. DEFINITIONS:

Appropriate Assessment Practices: Assessment should occur throughout the day in the natural classroom setting.

Assessment Tool: The assessment tools are the Work Sampling System (WSS) Developmental Checklist, the Georgia's Pre-K Child Assessment Spreadsheet developed by Georgia State University, and the Pre-K Progress Report. No other assessment tools (normed, curriculum, or locally developed) are allowed to be used. Any requests to use something other than or in addition to the WSS Developmental Checklist and Pre-K Progress Report must be sent to and approved by Bright from the Start. All requests must be received in writing and the Pre-K Program Assistant Commissioner must grant written approval. Neither the Georgia's Pre-K Progress Report nor the WSS Developmental Checklist can be altered in any way.

Georgia's Pre-K Assessment Spreadsheet: This spreadsheet was developed by Georgia State University and is available on the Bright from the Start website. The spreadsheet can be used in lieu of the WSS Developmental Checklist with one exception. All ratings at the end of each rating period must be transferred to the WSS Developmental Checklist and a copy of the Georgia's Pre-K Assessment Spreadsheet and must be kept on-site and in the Teacher File. NOTE: If you choose to use the Georgia's Pre-K Assessment Spreadsheet electronically, you must print a copy of the entire spreadsheet at the end of each four to five week preliminary rating period. A score of NM will be given for C6 if copies aren't kept on site and printed as specified.

Portfolios: Portfolios consist of hanging folders for each child that are stored in a bin or file drawer. Each hanging file must include eight file folders, labeled as follows: (1) Checklist/Progress Report, (2) Personal/Social, (3) Language/Literacy, (4) Mathematical Thinking, (5) Scientific Thinking, (6) Social Studies, (7) The Arts, and (8) Physical/Health Development. The portfolio is used to store observational notes, work samples, and photographs. In addition to the 20 hanging file folders (one for each child), there should be a hanging folder labeled Teacher File that contains all WSS manuals, Georgia's Pre-K Assessment Spreadsheet, and matrices. All items to be included in the teacher file must be kept on-site and be accessible. All domains should contain a balance of documentation. Heavy reliance on one type of documentation should be avoided. Each portfolio should also contain a balance of child initiated and teacher initiated activities. The uniqueness and individuality of each child should be reflected in the child's portfolio. Most observational notes, work samples, matrices, and photographs will be marked with several domains; teachers determine where best to file documentation. Documentation collected during the fall reporting period should be removed from the child's portfolio, kept separated by domain, and kept on site until the end of the school year. The Pre-K Consultant will ask to see the documentation from the fall rating period if the rating period has already passed. All observational notes, work samples, and photographs can be sent home with families after the end of the year or during spring conference with families.

For more information about Georgia's Pre-K Child Assessment Program refer to the resource titled "Summary of Key Points" located in the Pre-K section of the Bright from the Start website.

Refer to the "Correlation of the Georgia's Pre-K Content Standards to the WSS Performance Indicators" in the Pre-K Assessment Section located on the Bright from the Start

For examples of matrices, please refer to the Pre-K Child Assessment Section located on the Bright from the Start website.

Observations: Notes must be labeled with child's name, date, and WSS domain(s). All observational notes are filed by domain in the child's portfolio. Observations must record factual information about child's performance (what you see or hear) in relation to WSS Performance Indicators. Observations should reflect actual student performance in relation to specific skills, knowledge, and behaviors.

Matrices: Matrices are charts created by teachers to collect information on easily observable, predictable skills or behaviors. The matrices should include the child's name, date(s), and WSS domain along with predictable skills or behaviors. Matrices should be filed in the 'Teacher File' of the portfolio.

Photographs: Photos should include child's name, date, and be coded by domains represented. Photos should be filed by domain in each child's portfolio and should focus on child's performance in relation to WSS Performance Indicators. Photos may be black/white and can be printed as small as 3X5.

Domain: Domains are specific areas of learning: language and literacy, personal/social, mathematical thinking, scientific thinking, social studies, the arts, and physical/health development.

WSS Developmental Checklist: The checklist rates all 55 performance indicators. A rating should be given to all children twice a year. Please use the Fall and Spring columns only. Preliminary ratings should be made in pencil every four to five weeks. The preliminary ratings should be used to focus observations and adjust instruction. Final ratings should be marked in ink at the end of the fall and spring reporting periods prior to completing the Georgia's Pre-K Progress Report. A copy of the WSS Developmental Checklist must be kept on site for three years. The WSS Developmental Checklist is mailed in July of each school year to each Pre-K site.

Georgia's Pre-K Progress Report: The Georgia's Pre-K Progress Report must be completed for each child in Georgia's Pre-K Program and shared with families during a family conference at the end of the fall and spring reporting periods. Any family who cannot attend a family conference must have the Pre-K Progress Report mailed to them and should be followed up with a telephone conference. A copy of the Pre-K Progress Report should be sent with families to the Kindergarten teacher. A copy should also be maintained on site for three years. The Progress Reports are mailed in July of each school year to each Pre-K site.

Family Conferences: Family conferences must be held twice a year toward the end of fall and spring reporting periods [December and May - adjustments should be made for year round schools] in relation to the Georgia's Pre-K Assessment. The Pre-K Progress Report should be shared with families during the conferences along with selected artifacts from each child's portfolio. Additional family conferences throughout the year as well as continuous communication with parents are recommended. Systems that have predetermined conference days will have to adjust their schedules to meet the reporting periods required by Georgia's Pre-K Program. **Sending home portfolio contents prior to your final Pre-K Consultant visit will result in a score of Not Met.**

C6. Partially Meets:

The program uses the Georgia's Pre-K Child Assessment tools appropriately: There must be evidence that preliminary ratings on the WSS Developmental Checklist and/or the Georgia's Pre-K Assessment Spreadsheet are being completed every 4 to 5 weeks, portfolios are organized according to guidelines, and Georgia's Pre-K Progress Reports are being completed correctly and in the proper time frames.

The Work Sampling System (WSS) Developmental Checklist and Georgia's Pre-K Progress Report are supported by observational notes and portfolio artifacts: There should be a balance of work samples, observational notes (including matrices), and photographs throughout the portfolios to support the Work Sampling System Checklist ratings and the Georgia's Pre-K Progress Report.

C6. Meets:

Observations are ongoing throughout the year for each child in all domains: Children should have multiple opportunities to demonstrate what they know, understand, and can do. Enough documentation is needed to give a clear picture of the child's performance. All observations must be labeled with the child's name, date, and WSS domain(s) (LL=Language and Literacy). Observations must state facts (what you see or hear) about the child's performance. Observational notes may include quotes from children's comments or conversations.

Observational notes and portfolio artifacts are systematically organized and filed by children's names and domain: Please refer to the definition of portfolios above for clarification of how to organize portfolios. Portfolios should include current documentation of performance. Notes and portfolio artifacts should be filed on a weekly basis.

Portfolios include a variety of media: A variety of media must be currently filed in children's portfolios to meet this indicator. To assess children's growth and development, portfolios can include photographs, tapes (audio/video), creative work using a variety of media, writing samples, cutting samples, photographs of 3-D creations, science logs, manipulative work samples, matrices, or tallies.

C6. Exceeds:

Assessment includes information from multiple sources such as parents and additional resource personnel: Additional resource personnel might include Special Education department staff, private therapists, other on-site staff (extended day, director, Pre-K Resource Coordinator), or physicians. The information obtained from multiple sources should be filed in the Teacher File of the Georgia's Pre-K Child Assessment Portfolio.

Teachers provide parents individualized information on children's progress throughout the year: Some examples of items to share might include a note sent home, personalized e-mail, weekly progress report, or notes of verbal conferences or telephone calls. Throughout the year means that the information sharing occurs at times other than the two required Parent-Teacher conferences. Evidence of these contacts should be in the Teacher File of the Georgia's Pre-K Child Assessment Portfolio.

Section D:

Item

D1. Partially Meets:

A documented Pre-K parent orientation has been provided within 20 days of commencement of services: Each family must receive an orientation to the Pre-K program. Those families who cannot attend the scheduled orientation(s) should be contacted to schedule individual orientations. Documentation must be kept on site for review. Documentation might include an agenda, minutes from the meeting, or a sign-in sheet. *Refer to Section 6.3 of the Pre-K Operating Guidelines for further clarification about orientation.*

D1. Meets:

Opportunities are provided for families to participate in the children's educational experience: Documentation of these activities must be kept on site for review. Documentation might include flyers, sign-in sheets, photos, etc. These activities could include field trips, parents as guest readers in the classrooms, workshops where families and children work together, or Child and Parent Time (CAP or sometimes called PACT) activities. These opportunities should be offered to families throughout the school year.

Families are notified of classroom activities through regular written communication such as newsletters or Daily News Activities: It is important to communicate what children are learning. Copies of written communication should be kept on site for consultant review. A minimum of one written communication to parents should be provided monthly and should highlight individual class activities and successes (pictures of a class project, field trip, or special visitor, names of children who lost a tooth, something that happened during a class experiment, highlights of a science project or cooking activity, something funny a child said or did, something about the class pet, or upcoming activities). Providing Bright from the Start Pre-K Parent Posts will not meet this indicator.

It is important to have families involved in the educational experience. This will begin to lay the groundwork for their continued involvement throughout the child's school career.

D1. Exceeds:

Family literacy packs are used to enhance literacy opportunities: Literacy packs must include at least one children's book, something to write with and on, and at least one hands-on activity that extends the learning and discussion of the book. It is expected that if materials are needed for the activity, the materials to implement the activities are also included. Many literacy packs contain several books on one topic and several possible activities to implement. Simple instructions on to how to use the pack should be included. Parents should be made aware of the literacy packs, and it must be evident that literacy packs are being used by families throughout the school year.

A lending library has been established with a variety of learning materials for families: The lending library can include children's books, books, magazines, or videos for adults on parenting, child development, child discipline, home repair, resume writing, or interview skills. Parents should be made aware of the lending library, and it must be evident that families are using the materials in the lending library throughout the school year (sign out sheets).

D2. Partially Meets:

Families are assisted in obtaining required kindergarten documentation: Documentation should include birth certificates, current immunization form (Form 3231), Eye, Ear, and Dental form (Form 3300), or other local school system requirements. Providers should be prepared to share how families are assisted in obtaining required kindergarten documentation.

A plan has been developed for an orientation and distribution of the “Ready for School” kits: A written plan for orientation and distribution should be kept on site for consultant review. In the spring of each year, Bright from the Start will provide programs with enough “Ready for School” kits for each of their families. A plan will need to be developed to show how your program will share the kits with families. The provider is expected to share the components of the “Ready for School” kits as well as how to use the components at home with children over the summer months. These kits can be shared and distributed through individual contacts or through group meetings with parents. Providers should be prepared to discuss the implementation of the plan during the PQA visit.

D2 Meets:

An effort is made for children to meet kindergarten staff: To meet this indicator, a written plan should be kept on site for consultant review. Providers should be prepared to discuss implementation of the plan. Kindergarten staff can be met while visiting a local school or by inviting a kindergarten teacher to come to the classroom and talk with children.

Transition procedures are discussed with parents during a meeting or through individual contacts: To meet this indicator, a written plan should be kept on site for consultant review. Providers should be prepared to discuss the implementation of the plan. Discussions can occur through individual parent conferences or through group meetings.

Classroom activities are planned to familiarize children with kindergarten routines: Teachers and directors need to be prepared to share how the program meets this indicator through specific activities used in the classroom throughout the school year. Classroom activities for familiarizing children with kindergarten routines can include carrying cafeteria trays, opening milk cartons and straw wrappers, shoe tying, taking responsibility for classroom activities, and learning self-help routines. They should be done throughout the school year.

D2 Exceeds:

Opportunities are provided for Pre-K children to participate in kindergarten functions such as kindergarten field trips, school fairs/carnivals, picnics, or special assemblies: To meet this indicator, supporting documentation should be kept on site for consultant review. Documentation should show how Pre-K children participated in an event with kindergarten children.

Plans are made to contact former students during the beginning of their kindergarten year: To meet this indicator providers must be prepared to share plans on how Pre-K children were or will be contacted during the beginning of their kindergarten year. Contact with parents does not meet this indicator. Contact must be made with former Pre-K children. Examples might include visits to local elementary schools to kindergarten classes or postcards mailed to former Pre-K children at the beginning of their kindergarten school.

BRIGHT FROM THE START:
Georgia Department of Early Care and Learning
Basic Equipment, Materials, and Supplies Inventory List

Equipment, materials, and supplies for each Georgia's Pre-K class must be appropriate and facilitate a strong educational program. All items must be of quality materials and workmanship and meet the needs of the Pre-K children. Items purchased with Pre-K funds and the items included on this inventory must be available to children and teachers in the Pre-K program throughout the year. **Teachers should not have to use personal funds to purchase equipment, materials, or supplies.**

Once the recommended level of equipment has been reached in all sections then programs can request to use funds to purchase technology related equipment, software, and/or playground equipment. All such purchases require prior approval of the Pre-K consultant. Providers should refer to the current school year Pre-K Providers' Operating Guidelines critical reporting dates for technology and/or playground expenditure requests.

Georgia's Pre-K Program does not endorse any supplier. All items listed do not have to be purchased at the same time or from the same supplier. Many items can be supplied through other sources including donations. Some items may last one to two weeks, while others may last throughout the year.

This list was designed to assist beginning classes with initial classroom set-up. In most cases, it will not be possible to order all of the items included on this list the first year the class is in operation. **Continuation classes** should use this list as a guide/inventory for ordering, replacing, and replenishing classroom materials.

RATIONALE: Instruction in Georgia's Pre-K classrooms consists of a balance of large group, small group, and independent learning activities. The following rationale was considered when recommending a number of items for the classroom set-up.

- A. The size of your small group (2-8 children) and the amount of materials needed can vary and should change daily. Materials must be available for each child in the small group(s) to participate fully in the activity(ies).
- B. All learning centers or areas should be operating during child selected center time. These recommendations are based on approximately two to five (2-5) children in each learning center at one time.
- C. These recommendations are based on increasing children's familiarity and awareness of types and categories of people, places, and things in their environment.
- D. Materials should be available for each enrolled child to fully participate.
- E. Many times an instructional activity can be accomplished with "found", donated or made items. These materials or supplies also add a "real" dimension to the instructional program. This can be a cost saving process for the Prekindergarten program. (A "Real and Found Materials List" is available through your consultant or on the Bright from the Start website at www.dec.al.ga.gov).

BRIGHT FROM THE START:

Georgia Department of Early Care and Learning

Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Completed by: _____ Date: _____

General Recommended for all areas of the classroom	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Pencils, various sizes	D	30		
Markers, various sizes, basic eight (8) colors and people colors	D	160		
Crayons, various sizes, basic eight (8) colors and people colors	D	160		
Paper, lined and unlined	D	1 ream		
Children's literature books, general and instructional related. (picture, animal, alphabet, word and informational books, nonfiction, repetitive, wordless, nonsense stories, rhymes, etc.)	D	100		
Colored pencils, 24 colors	D	2 packs		

Language and Literacy	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Listening Station	D	1		
Head Sets	A	5		
Big Books	C	36		
Books with cassette recordings of stories	C, E	36		
Flannel Board	D	1		
Flannel Story pieces	A, E	12 sets		
Magnetic Letters, upper and lower case	A	5 sets each		
Magnetic Surface (magnetic board, cookie sheet, etc.)	A	5		
People puppets (representative of the world population)	C, E	10		
Other puppets (animals, creatures, storybook characters, etc.)	C, E	12		
Games (story sequencing, rhyming activities, alphabet bingo, picture/word games, etc.)	D	3		

BRIGHT FROM THE START:
Georgia Department of Early Care and Learning
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Math Concepts Manipulative/Fine Motor	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Colored Cubes	A	250 pieces		
Large Pegs and Pegboards	A	5 boards 150 pegs		
Small Pegs and Pegboards	A	5 boards 500 pegs		
Number Pegboards and Pegs	A	1 set		
Assortment of wooden puzzles (knobbed and interlocking with varying numbers of pieces)	D	24		
Wooden Puzzle Rack	D	2 racks		
Floor Puzzles	D	5		
Games (Dominos, number bingo, playing cards, matching games, counting games, patterning games, sorting games, etc.)	D	3		
Geoboards and bands (elastic, fabric, rubber, etc.)	A	5 boards ample # of bands		
Scales (food, balance, bath, etc.)	A, E	2		
Measuring tools (rulers, tape measures, etc.)	A	5		
Table blocks (small wooden unit-type blocks)	A	100 pieces		
Pattern blocks, Attribute blocks, or Parquetry blocks	A	250 pieces 5 cards		
Time keepers (egg/kitchen timer, hour glass, stopwatch, etc.)	A, E	2		
Sorting/Classification items (dinosaurs, transportation, fruit, bears, buttons, bottle caps, keys, tops, etc.)	A, E	100 pieces of each type 4 types		
Sorting trays/bowls	A, E	5		
Number Cubes or Rods	A	150 pieces		
Magnetic Numbers	A	5 each of numbers 0-9		
Large colored beads and laces, (various shapes and colors, 5 strings)	A	100 beads 5 laces		
Small colored beads and laces, (various shapes and colors, 5 strings)	A	100 beads 5 laces		
Lacing Shapes (various shapes with 5 strings)	A	5		
Interlocking Manipulatives (manipulatives in a variety of shapes and sizes that fit together)	A	250 pieces of each type 5 types		

BRIGHT FROM THE START:
Georgia Department of Early Care and Learning
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Math Concepts Blocks and Accessories	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Large hollow-wood blocks	B	30-50 blocks		
Wood unit blocks, various shapes, standard size	B	250-300 blocks		
Traffic signs	C	12		
Large sized animal collection (zoo, farm, sea, dinosaurs, etc.)	C	10 per kind 3 kinds		
People figures (representative of the world population)	B	20 pieces		
Large and small vehicles representing work groups (fire truck, dump truck, airplane, ambulance, etc.)	C, B	6		
Additional Blocks (large plastic, cardboard, foam, etc.)	B, E	variety		

Science Sensory	Rational e	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Sturdy sensory (sand and water) table with top that accommodates four children at one time	B	1		
Sand	B, E	as needed		
Sand/Water Wheel	B	2		
Molds	E	variety		
Bubble Equipment	E	variety		
Assorted small boats	C	6		
Sponges, corks, funnels, and buckets	E	variety		
Scoops, ladles, sifters, strainers, and spoons	B	variety		
Standard Measuring Cups	B	2 sets		
Plastic Bottles/Jars with lids/tops	E	variety		
Small Vehicles (cars, trucks, airplanes, etc.)	B, C	12		

BRIGHT FROM THE START:
Georgia Department of Early Care and Learning
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Science General	Rational e	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Living habitats (root view farm, frog hatchery, butterfly nursery, ladybug farm, worm viewer, etc.)	D	1		
Living things to care for (plant, pet, etc.)	D	1		
Doctor's Stethoscope	B, E	4		
Gear Building System	B	100 pieces		
Magnets, various shapes and sizes	A, E	variety		
Kaleidoscopes	A, E	5		
Magnifying Glasses	A	5		
Prisms	A	5		
Collection of Natural Items (sea shells, pine cones, feathers, rocks, mineral samples, etc.)	B, E	3 sets		
Binoculars	B, E	5		
Color paddles (variety of colors)	A	15		
Multi-Scale Wall Thermometer	D	1		
Discovery Tubes/Sensory Bottles	A, E	variety		
Games (matching sounds, feely bags, science sequence cards, simple science experiments, health and nutrition games, animal bingo/lotto, etc.)	A	3		

Arts Music	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Record Player / CD Player / Tape Player	D	1		
Records, CDs, or Tapes (children's, classical, jazz, nature sounds, multicultural, etc.)	C	12		
Musical Instruments, variety	D	25		
Rhythm Sticks	D	20 sets		
Hand Bells	D	3 sets		
Props for Dancing/Movement (scarves, ribbons, streamers, bean bags, etc.)	D	25 per prop 2 props		
Materials to Make Instruments	E	variety		

BRIGHT FROM THE START:
Georgia Department of Early Care and Learning
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Arts General	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Paint Easels	B	2-4 spaces		
Paint Cups	B	24		
Brushes, various sizes	B	30		
Liquid Tempera Paint: red, yellow, green, blue, orange, purple, white, black, brown, magenta, turquoise, peach, and people colors.	D	1 gallon per color		
Craft Sticks, regular and jumbo	D	1 box each		
Colored Chalk	D	4 small boxes		
Water Color Paints	A	5 trays		
Dough: red, yellow, green, blue, and orange	D, E	1 container per color		
Non-hardening Modeling Clay: red, yellow, green, blue, and orange	D	1 pound per color		
Dough/Clay Tools (rolling pins, cookie cutters, wooden hammers, etc.)	D, E	variety		
Tissue Paper, various colors	D	80 sheets		
School Glue	D	1 gallon		
Glue Bottles, small and refillable	D	10		
Finger Paint: red, yellow, green, blue, orange, purple, white, black, brown, and people colors	D	2 quarts per color		
Finger Paint Paper, 16x22	D	1 ream		
Construction Paper, 12x18: red, yellow, green, blue, orange, purple, white, black, brown, and people colors	D	2 packs per color		
Easel Paper, 18x24	D	1 ream		
Manila Paper	D	1 ream		
Newsprint Paper	D	1 ream		
Collage Materials: foam, yarn, wooden bits, feathers, beads, buttons, beans, colored rice, macaroni, sequins, glitter, pom poms, pipe cleaners, paper towel tubes, small paperbags, etc.	E	variety		
Child-Safety Scissors, left/right	D	25 pair		
Hole Punch	A	5		

BRIGHT FROM THE START:
Georgia Department of Early Care and Learning
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Arts Dramatic Play	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Wooden Sink	B, C	1 each		
Wooden Stove	B, C	1 each		
Wooden Refrigerator	B, C	1 each		
Wooden Cupboard	B, C	1 each		
Wooden Table and Chairs, child-size	B, C	1 set		
Wooden Clothing Rack	B, E	1		
Ironing Board and Iron, child-size	B, E	1 each		
Mirror	B	1		
Broom and Dustpan, child-size	B, E	1 each		
Mop and Bucket, child-size	B, E	1 each		
Dolls and Doll Clothes (representative of the world population)	B, C	7		
Doll Accessories (bed, high chair, diaper bag, clothes, blankets, etc.)	B, E	10		
Dress-Up Clothes (men, women, community helpers, career, etc.)	B, E	8		
Prop Boxes, theme-related (grocery store, restaurant, doctor's office, dentist's office, veterinarian's office, beauty shop, etc.)	B, E	variety		
Cooking Pots and Pans	B, E	1 set		
Real-Life Food Containers	E	10		
Dishes (plates, bowls, cups)	B, E	4 sets		
Silverware (forks, spoons, knives)	B, E	4 each		
Cooking Utensils (spatulas, ladles, slotted spoons, spaghetti fork, whisk, bulb baster, tongs, egg beater, can opener, potato masher, ice cream scoop, sifters, measuring cups, etc.)	B, E	variety		
Plastic Food (representing all food groups)	A, B	2 sets		
Telephone	E	2		
Clocks (digital, wind-up, watches, wall clock, etc.)	C, E	2		
Cash Register and Play Money	A	1		
Pet Dish and Stuffed Animals	A	2		

BRIGHT FROM THE START:
Georgia Department of Early Care and Learning
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Physical Active/Gross Motor	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Tricycles and Scooters, all-terrain	A	5		
Helmets	A	5		
Wagons	A	2		
Parachute	D	1		
Bean Bags, small	D	20		
Balls, various sizes	A	10		
Balance Beam	A, E	1		
Basketball and Hoop	A	1		
Games/Mobile Equipment: (hula hoops, bowling, jump ropes, bats/gloves, potato sacks, plastic construction cones, ring toss, etc.)	A	5		

Physical Construction/Wood Working (optional)	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Workbench with Vice	A	1		
Flex Safety Goggles	B	3		
Tools, child-size (pliers, wrench, hammer, saw, screwdriver, vice)	B	2 of each		
Carpenter's Wood Box or Tool Box	E	1		
Nails and Screws	E	variety		
Wood Scraps	E	variety		
Lock for Tool/Wood Box	E	1		

BRIGHT FROM THE START:
Georgia Department of Early Care and Learning
Basic Equipment, Materials, and Supplies Inventory List

Program/Center _____

Equipment/Supplies	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Tables	D	Space for 20 children		
Chairs	D	20		
Adult Seating	A, B	1		
Soft Seating, child-size (library and dramatic play center)	B, D	2 sets		
Cubbies / Lockers	D	1 space per child		
Book Display Shelf	D	1		
Big Book Display Stand /Storage	D	1		
Shelves, block	D	2		
Shelves, storage	D	as needed		
Plastic Containers/Bins for Materials	D	as needed		
Cots/Mats and Sheets	D	20 cots/mats 25 sheets		
Puppet Theater	B	1		
Chart Tablets, blank	D	3		
Chart Stand	D	1		
Area Rugs	D	as needed		

Assessment Supplies (Please refer to Appendix O in Pre-K Guidelines)	Rationale	Recommended (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Tubs or bins that will accommodate legal sized hanging files	D	2		
Hanging Folders (legal size recommended)	D	21		
Folders (legal size recommended)	D	180		
Assorted Sized Labels	D	as needed		
Post-it Notes	D	as needed		
Clipboards	D	as needed		
Digital Camera		1		

Request for Waiver of Lead Teacher Credential

Teacher Credential Waivers may only be submitted by the Pre-K Project Director

PRINT CLEARLY

Project Director: _____

Legal Name: _____

dba: _____

Site Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Contact Phone Number: _____ E-mail: _____

Directors should review **section 12.3 of the current *Bright from the Start: Georgia Department of Early Care and Learning Pre-K Providers' Operating Guidelines*** for Lead Teacher requirements **before** submitting this request. You will receive **written notification** of the final determination. Waiver applicants must register in the Georgia Early Care and Education Professional Development Registry at www.training.decal.ga.gov or 1-866-425-0220

Full Name of Teacher: _____

Teacher SSN: _____

Please include the following documentation.

- ☐ Completed Waiver Form
- ☐ Copy of official transcript for four-year or two-year degree programs (computer generated or student copies of transcripts are not acceptable)
- ☐ US equivalency report (must be included with Out-of-Country credentials. Please review section 12.5 of the Pre-K Operating Guidelines for information on Out-of-Country credentials.)

Note: Bright from the Start does not issue waivers regarding certification. Please review section 12.3 of the Pre-K Operating Guidelines for information on Georgia Professional Standards Commission.

Additional information:

Is this teacher upgrading his/her education? Yes () No () If yes, include a copy of the most recent official transcript.

.....

All waivers must be submitted via U.S. mail. No faxed waivers will be accepted.
Incomplete waivers will delay evaluating process.

Bright from the Start: Georgia Department of Early Care and Learning
Attn: Pre-K Teacher Waiver
10 Park Place South, Suite 200
Atlanta, Georgia 30303

Teacher Notification Form

Please Check: ☐ Initial Credential Verification (1st roster) ☐ Teacher Change

This form should be submitted to Bright from the Start to verify teacher credentials. Documentation of each teacher's credentials must accompany this form. Programs are required to submit this form along with the first roster of each school year. Programs are required to submit this form to document each teacher change throughout the year. Questions or concerns about teacher credentials can be sent to: panda.teachers@dec.al.ga.gov. **We will not be accepting any faxed credentials.**

Completed forms and official transcripts must be mailed to:

Bright from the Start Georgia Department of Early Care and Learning
Attn: Pre-K Teacher Credentials
10 Park Place South, Suite 200
Atlanta, GA 30303

Program Legal Name _____

Program Site Name _____

Class ID # (Can be found on the roster)	Teacher's Name (Last, First)	Social Security #	Credential Level (attach verification documentation)	Years of Experience	Start Date	End Date

*Duplicate this form as needed if the site has more than 10 classrooms

Project Director Signature

Date

Request for Long-Term Substitute

Long-Term Substitute requests may only be submitted by the Pre-K Project Director.

If the substitute meets Lead Teacher credential requirements do not use this form, use the Teacher Change form (Appendix F).

Directors should review section 11.5 of the current *Pre-K Providers' Operating Guidelines* for Long-Term Substitute requirements before submitting this request. You will receive written notification of the final determination. Long-Term substitutes will be paid at the assistant teacher rate.

PRINT CLEARLY

Project Director: _____

Legal Name: _____

dba: _____

Site Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Contact Phone Number: _____ Fax: _____

E-mail: _____

PANDA Class ID	Long-Term Substitute's Name	Social Security #	Credential Level (submit required documentation)	Start Date	End Date

Please include the following documentation.

- ☐ Completed Request Form
- ☐ Credential information (as applicable) to document the credential level of the Long-Term Substitute.

A Long-Term Substitute is being requested for the program because:

**Long-Substitute Requests should be submitted to the program's Pre-K Consultant.
Complete requests will be evaluated within ten business days of receipt. Incomplete requests will
delay the evaluating process.**

.....
Office Use Only

Date Received: _____ Consultant Signature _____

Request Granted/Approved: ☐ Yes ☐ No

Additional Information / Instruction: _____

Consultants will send completed requests to Nadine Hollis.

A copy of the completed request will also be sent to the provider requesting the long-term substitute.



Georgia Department of Early Care and Learning

PARENT ACKNOWLEDGEMENT FORM

FOR FIVE-YEAR-OLD CHILD TO ATTEND GEORGIA'S PRE-K PROGRAM

I state that _____,
Child's Full Name Date of Birth

DID NOT ATTEND Georgia's Pre-K Program during the previous school year, or was not enrolled in Georgia's Pre-K program for more than 30 days.

I understand that if it is discovered that the child listed above did attend Georgia's Pre-K Program and payment was made to a provider by the Georgia Department of Early Care and Learning for him/her, I will be responsible for reimbursing the provider listed below for any funds deducted.

Date Signature of Parent/Guardian

Name of Center _____

Address _____

Georgia's Pre-K Program Parent Orientation

An orientation for Pre-K parents should be provided within 20 days of the commencement of Pre-K services for children. Use this time to explain the Pre-K Guidelines, school/center policies, and highlight the instructional program. Parents should receive information concerning meal and extended day charges, including charges during times when children are out of school for holidays. Bright from the Start recommends that providers explain and have parents sign an understanding of charges for non-Pre-K program days. Bright from the Start also recommends that providers not solicit "donations" of materials and supplies, as most parents will consider it a mandate instead of a donation. Listed below are suggested topics for the parent orientation, however, the list is not inclusive and other relevant topics may be added. Remember to keep documentation (agenda, sign-in sheets) of the orientation in on-site program files. An informal session should be provided to all parents who do not attend the orientation or who enroll their children later during the school year.

During the orientation, have parents complete the student Roster Information Form included with the Guidelines that will be used to provide the required information for the rosters.

Parent Orientation Topics:

- ☐ Introduction of the teaching staff
- ☐ Information on the instructional program and daily schedule (6.5 hour day)
- ☐ Georgia's Pre-K Program Family Handbook
- ☐ Pre-K school calendar
- ☐ Parental involvement in Pre-K
- ☐ Parent conferences – 2 required during the school year
- ☐ Georgia's Pre-K Assessment Information (School Readiness Brochure and Georgia's Pre-K Progress Report)
- ☐ Referral process for suspected special needs (speech, behavior, developmental delay)
- ☐ Governor's Book (*The Little Red Hen* by Paul Gladone)
- ☐ Pre-K Parent Post Newsletters (10 per year for each child)
- ☐ Items to send to school for Pre-K (blanket, extra clothes)
- ☐ Required Documentation
 - Age documentation
 - Proof of residency
 - Bright from the Start registration form
 - 3231 (30 calendar days)
 - EED (90 calendar days)
 - Roster Information Form
- ☐ Center policies and procedures (illness, closing for inclement weather)
- ☐ Absenteeism or tardiness (Bright from the Start policy)
- ☐ Meal fees (site's written fee structure for Category Two children)
- ☐ Before/after care and fees (site's written fee structure, CAPS forms)
- ☐ Fee structure for non-Pre-K Program days (school holidays/vacation)
- ☐ Transportation (if offered from the site) and written fee structure
- ☐ Category One eligibility and documentation
- ☐ Resource Coordination services (if the program has been funded for this)



GEORGIA LOTTERY FUNDED PRE-K REFERRAL
FOR BEFORE/AFTER SCHOOL/EXTENDED DAY

Effective Program Year _____ to _____

CAPS

Childcare and Parent Services

Child's First Day of School (Pre-K) _____

Name of Pre-K School/Location _____

Site Address _____ County _____

List the name(s) and Social Security Number(s) of each parent or responsible adult living in the household:

1. _____ SSN# _____
2. _____ SSN# _____

Parent/Responsible Adult's Address _____

Responsible Adult's Day Time Phone # (_____) _____ County of Residence _____

Name and SS# of child(ren) enrolled in Pre-K _____

Is either responsible adult's name on DFCS' child care waiting list? ☐ Yes ☐ No If yes, give name _____

Is either parent/responsible adult working? ☐ Yes ☐ No If yes, give name(s) _____

Days and hours at work: _____ (Days) _____ (Hours) Total Hours (per week) _____
EXAMPLE: (Monday - Friday) (10 a.m. - 6 p.m.) (40 hours)

Income before deductions for responsible adult(s): \$_____ ☐ Weekly ☐ Every Two Weeks ☐ Twice a Month ☐ Monthly

Is the parent/responsible adult in school? ☐ Yes ☐ No If yes, give name(s) _____

(SEE EXAMPLE ABOVE) Days and hours at school _____ (Days) _____ (Hours) Total Hours (week) _____

Is either parent/responsible adult in training? ☐ Yes ☐ No If yes, give name _____

(SEE EXAMPLE ABOVE) Days and hours at training _____ (Days) _____ (Hours) Total Hours(week) _____

Does either responsible adult receive any of the following? (Check all that apply):

- ☐ Cash Assistance (TANF) ☐ Medicaid ☐ Food Stamps ☐ None

Who do you want to provide before/after school care? _____

(ONE PROVIDER ONLY)

Signature of Parent/Responsible Adult

Date _____ Area Code _____ Telephone Number _____

Signature of Pre-K Provider Representative

Date _____ Area Code _____ Telephone Number _____

NOTE: THIS REFERRAL MUST BE MAILED (POSTMARKED) OR HAND DELIVERED TO THE DFCS OFFICE IN THE COUNTY WHERE THE FAMILY LIVES WITHIN FIVE (5) CALENDAR DAYS OF THE CHILD'S FIRST DAY OF SCHOOL OR AS SOON AS ENROLLMENT IS KNOWN. THIS FUNDING IS FOR 36 WEEKS (180 SCHOOL DAYS) OF THE PREKINDERGARTEN SCHOOL YEAR.

FOR DFCS PURPOSES ONLY: ☐ No further action taken. Screening shows family is potentially ineligible.



Georgia Department of Early Care and Learning

Roster Information Form

Please Print Clearly – Use name from birth certificate

Last Name	First	Middle Initial
Social Security #	Date of Birth (M/D/Y)	Gender
____ -- ____ -- ____	____ / ____ / ____	<input type="checkbox"/> M <input type="checkbox"/> F
Date enrolled in Pre-K (M/D/Y)	If different from birth certificate, name student is called	
____ / ____ / ____		

1. Please check the race/ethnicity of your child:

- ☐ Asian or Pacific Islander
- ☐ African-American
- ☐ Hispanic
- ☐ Native American
- ☐ White
- ☐ Multi-racial

2. What is your child's primary language?

- ☐ English
- ☐ A language other than English

3. Was your child born as a:

- ☐ Single Birth (1)
- ☐ Twin (2)
- ☐ Triplet (3)
- ☐ Quadruplet (4)
- ☐ Quintuplet (5)

4. Does your child have an Individualized Education Plan (IEP)?

- ☐ Yes
- ☐ No

5. Does your child receive any of the following services?

- ☐ Food Stamps
- ☐ SSI
- ☐ Medicaid
- ☐ Temporary Assistance to Needy Families (TANF)
- ☐ PeachCare for Kids

6. Will the Pre-K center be providing transportation for your child?

- ☐ Yes
- ☐ No

Parent/Guardian Signature

Date



Georgia Department of Early Care and Learning

2008-2009 Pre-K Year End Reconciliation Report

Legal Name: _____

DBA: _____

Address: _____

Start-up Reconciliation:

1	Total Start-up payments:	
2	Total Start-up purchases:	
3	Start-up balance:	

Pre-K Contract and Roster Payments Reconciliation Expenditures/Direct Costs:

4	Instructional Supplies and Materials:	
5	Instructional Other (field trips etc.):	
6	Stationary Playground Equipment: (Approval Required)	
7	Computers: (Approval Required)	
8	Food:	
9	Lead Teacher Salary:	
10	Lead Teacher Benefits:	

11	Sub-Lead Teacher Salary:	
12	Assistant Teacher Salary:	
13	Assistant Teacher Benefits:	
14	Other Employees:	
15	Other non-instructional costs:	
16	TOTAL DIRECT COSTS:	

Administrative Costs:

17	Director's Salary:	
18	Office Supplies:	
19	Bookkeeping/Clerical:	
20	Royalties:	
21	TOTAL ADMIN COSTS: (May not exceed 6% of Pre-K Payment*)	

Totals:

22	Total Pre-K Payment:	
23	Total expenditures: (Add lines 16 & 21)	
24	Balance	
25	Amount Due	

I certify that the above is a correct accounting of disbursed Prekindergarten funds. All documentation for the above information is on file and available for verification.

Signature

Date



Georgia Department of Early Care and Learning

2008-2009 Resource Coordination Services Year End Reconciliation Report

1	RC Salary:	
2	RC Benefits:	
3	Office Supplies for RC services:	
4	RC events/family coordination seminars:	
5	RC Admin Cost (may not exceed 6% of RC Grant*)	
6	Other (specify):	
7	Total expenditures:	
8	Balance	
9	Amount Due:	

I certify that the above is a correct accounting of disbursed Prekindergarten funds. All documentation for the above information is on file and available for verification.

Signature

Date



Georgia Department of Early Care and Learning

Waiting List Information Form

Please Print Clearly - Use name from birth certificate

Last Name	First	Middle Initial
Last 4 Digits of SSN (if provided)	Date of Birth (M/D/Y)	Gender
- / /		<input type="checkbox"/> M <input type="checkbox"/> F
Home Address	City	State Zip
GA		
County of Residence	Date Started on Waiting List (M/D/Y)	
/ /		
Parent/Guardian Name	Phone Number	

** Directory information on this form may be shared with
Bright from the Start: Georgia Department of Early Care and Learning. **

Parent/Guardian Signature

Date

Request for Resource Coordinator (RC) Credential Waiver

RC Credential Waivers may only be submitted by the Pre-K Project Director

PRINT CLEARLY

Project Director / Site Director: _____

Legal Name: _____

dba: _____

Mailing Address: _____

City: _____ Zip Code: _____

Contact Phone Number: _____ E-mail: _____

Directors should review section 7.7 of the current *Pre-K Providers' Operating Guidelines* for Resource Coordinator credential requirements before submitting this request. **Resource Coordinators who hold a Bachelor's Degree in any field do not need to apply for a waiver.**

Full Name of RC: _____ RC SSN: _____

Highest level of education completed:

☐ High School/GED

☐ Some College (Attach a copy of transcripts) Area of study: _____

☐ AA Degree (Attach a copy of transcript or diploma) Area of study: _____

Is the RC in the process of upgrading his/her education? Yes () No ()

Please provide details: _____

Describe the RCs prior work with families and the Pre-K Program: _____

All waivers must be submitted via US mail. No faxed waivers will be accepted.

Complete waivers will be evaluated within ten business days of receipt.

Incomplete waivers will delay evaluating process.

**Bright from the Start
Georgia Department of Early Care and Learning
Attention: Resource Coordinator Credentials
10 Park Place South, Suite 200
Atlanta, Georgia 30303**



Georgia Department of Early Care and Learning

Georgia's Pre-K Child Assessment Information

Georgia's Pre-K Programs are expected to fully implement the Georgia's Pre-K Child Assessment, which includes the use of the Work Sampling System and the Georgia's Pre-K Progress Report. All Georgia's Pre-K Programs are expected to implement the Georgia's Pre-K Child Assessment System.

All Georgia's Pre-K Programs will receive the Work Sampling System Developmental Checklists (one per student) and the Georgia's Pre-K Progress Reports (one per student) in the mail in late July to early August.

All new teachers will receive all manuals during New Teacher Institute Training. From the beginning of school until new teachers are trained, he or she should observe and record student performance and collect work samples. Upon completion of training, new teachers will be able to immediately implement the Georgia's Pre-K Child Assessment including use of the Work Sampling System Developmental Checklist and the Georgia's Pre-K Progress Report.

In addition to the materials teachers will receive at training, the following will be necessary for each teacher to have in order to successfully implement the Georgia's Pre-K Child Assessment. Further clarification and details can be found in the Georgia's Pre-K Program Quality Assessment Definitions and Clarifications found in your Operating Guidelines. For more information about Georgia's Pre-K Child Assessment please contact your consultant about viewing the Georgia's Pre-K Child Assessment On-Line Learning Module.

Quantity	Item Description	Use
2	Tubs or bins that will accommodate legal sized hanging folders	Store children's portfolio including selected work samples, observational notes, and other data related to the child's performance
21	Hanging Folders (Legal Size)	1 for Teacher Materials 1 for each child
180	Folders (Legal Size)	8 for each child (1 for each of seven domains, 1 for WSS Developmental Checklist and Georgia Pre-K Progress Report)



Georgia Department of Early Care and Learning

Student Social Security Number Information

Bright from the Start requests that families share Social Security Numbers for children attending Pre-K. Bright from the Start uses Social Security Numbers to insure accurate enrollment information. Using SSN information helps prevent fraudulent student attendance reporting. Social Security Numbers are not used by Bright from the Start for any other purpose.

A Social Security Number is not required to attend Georgia's Pre-K Program. If a Social Security Number is not available for a child Bright from the Start requires that families provide a written statement to explain/detail why the information is not being provided. This accommodates children who do not yet have a Social Security Number, children who are not required to have a Social Security Number, and children whose families do not wish to have their child's Social Security Number used to confirm attendance with Georgia's Pre-K Program.

Date: _____

I _____, am a legal guardian for _____
(Parent/Guardian name) (Child's name)

At this time a Social Security Number is not provided for _____
(Child's name)

A Social Security Number has not been provided because _____

Parent/Guardian Signature

Please keep this form in student file in lieu of SS Card Copy.